

BUSINESS EDUCATION

forum

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UNITED BUSINESS EDUCATION ASSOCIATION

A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION

OFFICE STANDARDS

SHORTHAND

TYPEWRITING

BOOKKEEPING

GENERAL CLERICAL

BASIC BUSINESS

DISTRIBUTIVE OCCUPATIONS

UBEA NEWS

MILDRED BALLARD, BLOOMFIELD, OHIO HIGH SCHOOL TYPING INSTRUCTOR,

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Dear Member of UBEA:

It seems appropriate that the final issue of the UBEA Headquarters Notes in Volume 15 of BUSINESS EDUCATION FORUM should present brief notes concerning the major services of the United Business Education Association. This has been a year of many accomplishments in many phases of the UBEA program; however, some UBEA achievements we should like to credit to 1960-61 will remain on the schedule board for completion in the year ahead.

* * * * *

UBEA's Publications Speak for Themselves. This year each of the eight issues of BUSINESS EDUCATION FORUM has been outstanding. As a shareholder in this publication, your investment (\$5.00 dues) actually paid for setting 50 lines of galley type. Your dividend is a complete volume of the FORUM containing 438 pages with articles contributed by 100 outstanding educators plus many news stories, announcements of new products, and other items of service to you and to the profession.

The May issue of THE NATIONAL BUSINESS EDUCATION QUARTERLY completes Volume 29. This year's QUARTERLIES are particularly outstanding with the research summaries in October and more on research in March, a seminar on important issues in business education in December, the international section in March, and the roles of supervisors and department heads in May. The additional dues for comprehensive service (\$2.50) paid by one-third of the UBEA members gives an extra dividend with 334 pages of pertinent material that will be used again and again in the years to come.

"Frontiers in Business Teacher Education" and "Seminar in Business Education" were the contributions of the National Association for Business Teacher Education to the UBEA publications program. Each NABTE school received five copies of these two fine BULLETINS as the publication service included in the association's \$15.00 annual dues.

Volume 15 of the FUTURE BUSINESS LEADER is filled with thought starters for young adults. The dues (50 cents) paid by members of the Future Business Leaders of America brings them this miniature publication at the cost of about one cent a page.

The publications service of UBEA goes beyond those received by members of the Association. Within recent weeks, for example, the staff at the UBEA Headquarters Office has reviewed manuscripts concerning business education which will be published by the U. S. Department of Labor, the Institute for Research, Changing Times, and several publications of the NEA departments. UBEA contributes annually at least one article to the NEA Journal and editorials to The Balance Sheet and The Office. The 23 editors of the FORUM, QUARTERLY, NABTE BULLETIN, and LEADER donate their time and talents to the publications (FORUM - Jan. '61, p. 24-25). This is one of the many reasons why members of UBEA receive such big dividends from their membership dues.

* * * * *

UBEA's Testing Program Is Unique. The late F. G. Nichols contributed two important testing services to business education through the National Council for Business Education. UBEA inherited both of these services - National Business Entrance Tests and Students Typewriting Tests. The number of official centers (one school or a group of schools) has grown steadily during recent years and has increased 80.2 percent since the promotion and sales

HEADQUARTERS NOTES

of the tests were transferred to the UBEA Headquarters Office. Four scoring centers for the National Business Entrance Tests are operating at full speed. The tests currently used include 22 skills tests, 4 business fundamentals tests, and 10 manuals (FORUM - Feb. '61, p. 29). It is too early to compare the current demand for the Students Typewriting Tests with that of one year ago. UBEA Headquarters Office is usually flooded with "rush" orders for tests as we approach the close of the semester - this year is no exception (FORUM - Nov. '60, p. 23-26). After the charges for printing and handling have been deducted, the income from UBEA's testing program is earmarked for the preparation, research, and promotion on the next series - Series 2300 for the National Business Entrance Tests and Volume XV for the Students Typewriting Tests. Like the editors of UBEA's publications, the experts who prepare the tests and administer the program contribute their talents as a professional service to business education.

* * * * *

UBEA's Special Interest Groups Contribute to the Profession. Superior investment returns have come to business education this year through the four UBEA Divisions - National Association for Business Teacher Education, International Division and the U. S. Chapter of the International Society for Business Education, Administrators Division, and the Research Foundation. A highlight of NABTE activities is the inauguration of a Curriculum Study Committee (FORUM - Dec. '60, p. 43). The United States Chapter of ISBE is wise in having the summaries of articles in the International Review for Business Education translated into English (FORUM - Apr. '61, p. 39). The Administrators Division has compiled and will release soon two directories - Supervisors of Business Education in Cities and Counties of 50,000 or More Population, and State Supervisors of Business Education (QUARTERLY - May '61, p. 57-70). The Research Foundation has completed its survey on "Typewriting in the Junior High School." The report will be published next year. Each of these divisions, financed by special service dues (UBEA comprehensive, NABTE, and ISBE memberships), enable the parent organization and its mass membership to provide these and other important services to the teaching profession.

* * * * *

UBEA's Program for Unification Moves Forward. Positive leadership for developing a truly unified association for business teachers is in the investment portfolio this year. The program met a major setback when the Eastern Business Teachers Association, by a margin of six votes, rejected the Plan for National Unity. However, the UBEA, the UBEA regional associations (Southern Business Education Association, Western Business Education Association, Mountain-Plains Business Education Association, and the governing boards in the Eastern and Central Regions of UBEA), and the National Business Teachers Association are moving ahead with implementation procedures to be completed on July 1, 1962, when "United" becomes "American" (FORUM - Oct. '60, p. 1-2, 51-52). The unified regional associations continue to concentrate on professional objectives in which each can render the greatest service to business education without duplication of effort and expense to the members.

* * * * *

UBEA's Affiliated Associations Share in the Program. The "In Action Section" in BUSINESS EDUCATION FORUM is shared each month with the 54 affiliated state and area associations for the presentation of news and announcements. Another major advantage in affiliation is that of sharing ideas and experiences at the UBEA Representative Assemblies (affiliated associations may send one delegate to the Assembly for each 50 UBEA members or fraction thereof) and in the direct channel of communication which is maintained between the UBEA Headquarters Office and the presidents of the affiliated associations. There is no assessment, dues, or charges made by UBEA for the services provided to the affiliated state and area associations.

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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892, and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946. BUSINESS EDUCATION FORUM was published under the title UBEA FORUM from March 1947 through May 1949. A Volume Index to BUSINESS EDUCATION FORUM is published annually in the May issue for member-subscribers. The contents are indexed in BUSINESS EDUCATION INDEX and in THE EDUCATION INDEX. The UBEA does not assume responsibility for the points of view or opinions of the contributors to BUSINESS EDUCATION FORUM unless such statements have been established by a resolution of the Association.



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EDITORIAL STAFF

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Associate Editor	DeWAYNE CUTHBERTSON
Production Manager	KATHARINE CHRISTIE
Editorial Assistant	GENE GRAVES
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FEATURE AND SERVICES EDITORS

Shorthand	ARNOLD CONDON, ZENOBIA T. LILES
Typewriting	LAWRENCE ERICKSON, FABORN ETIER
Bookkeeping	Z. S. DICKERSON, R. NORVAL GARRETT
Special	JAMES ZANCANELLA, LLOYD GARRISON
General Clerical	CLEO CASADY, WILLIAM WINNETT
Basic Business	F. KENDRICK BANGS, AGNES LEBEDA
Distributive	WARREN MEYER, ALVIN C. BECKETT
Standards	WILSON ASHBY, MARGUERITE CRUMLEY

EDITORIAL AND EXECUTIVE OFFICES

NEA Educational Center, 1201 16th St., N.W.
 Washington 6, D. C.

PUBLICATIONS COMMITTEE: Edwin Swanson, (Chairman), San Jose State College, San Jose, California; Dorothy Travis, Central High School and University of North Dakota, Grand Forks; and Theodore Yeran, Oregon State College, Corvallis.

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The

FORUM

This Month's FORUM

Closer communication between businessmen and business teachers is the "theme" woven into the articles on office standards in the Feature Section (pages 5-15) this month. Standards of office production are somewhat elusive but they do exist. The cooperation of the staff in the department of business education with local businessmen works toward the establishment and maintenance of realistic standards for the beginning workers and for upgrading present employees.

Periodically an article comes along that is so vital to all business educators it is presented as a "Special Feature." The article, "How Professional Are You?" (pages 16-17), falls into this category.

The second in the series of pronouncements by the Policies Commission for Business and Economic Education is in this issue of the FORUM (pages 19-30). When talking with businessmen in your community about the statement, you will undoubtedly want to direct their attention to the Feature Section in this issue as well as to the Commission's statement. The Commission members urge all business teachers and administrators to implement the recommendations whenever and wherever possible. The chairman of the Commission, Hamden L. Forkner, re-

Editor: Office Standards Forum
WILSON ASHBY
University of Alabama
University, Alabama

Standards for Office Personnel

THE SUCCESS of a business organization will be determined by the quality of the staff it recruits and maintains over a period of time. Before adequate recruitment can be accomplished the organization must first know the type of person that best fulfills its requirements. This necessitates job-analysis, job-description, and job-classification on the part of the management of the organization before entry into the employment market.

Personnel requirements of companies vary greatly and when they enter the limited employment market for new employees they are looking for not only presently qualified people but also for those who can be upgraded. The greatest number of potential employees will be in the latter category and because of this fact it becomes necessary for companies to organize programs of on-the-job instruction. These programs may be conducted by the company personnel, contracted by specialists outside the company, or encouragement may be given employees to enroll in local evening schools provided by trade schools, secondary schools, colleges, or universities.

A company not only must have plans to improve the work of employees through instruction but also must have a system of awards for those who participate and successfully complete these self-improvement programs. Successful educational programs without adequate opportunity for the employees to improve their position in the company usually has an adverse effect on morale.

Management is responsible for defining goals and objectives for company work. Standards of achievement must be realistic and must be understood and appreciated by employees. Once established, these standards for promotion should be made available to all persons in the potential recruitment area of the company. They would be excellent guides for teachers who are preparing their students for employment in business.—WILSON ASHBY, *Editor*

quests that you complete the form on the Clip 'n Mail wrapper of this issue of the FORUM and mail it to him as soon as possible. Your report will provide guidance to the Commission members in planning future statements.

A feature of the Services Section (pages 31-38) that makes it so attractive to FORUM readers is that it has articles of special interest for each teacher in each issue. Whether it is shorthand, type-writing, bookkeeping and accounting, or one of the other major subjects in business education, your editors strive to bring you the very best in helpful ideas.

News of summer professional activities and spring meetings of UBEA affili-

ated associations fill the In Action Section of the FORUM (pages 39-44) this month. Included also is the roster of members in the UBEA 10,000 Club—a group of very proud persons and a group of which all professional business teachers should be proud.

The annual index for this year's issues of the FORUM (Volume 15) closes another year of publication. Reprints of this index are available to college instructors for use in their classes. Articles in the FORUM are indexed also in *Business Education Index* and *The Education Index*. Your editors welcome comments and suggestions concerning BUSINESS EDUCATION FORUM.—D.C.C.

Standards for Promotion of Office Employees

by KATHLEEN BARNARD

DePaul University, Chicago, Illinois

Definite standards should be used as an aid in selecting office workers for promotion. Standards for promotion in one business may differ from those of any other because of specialized needs and organizational framework. Therefore, it is the responsibility of management to determine standards based on its own company needs in general and departmental needs in particular. One set of blueprints will not suffice for all business organizations. Using clearly defined plans for advancing workers is one means of keeping in step with current business conditions.

Business today is a highly competitive and efficient society. Supply has surpassed demand in many commodities and a variety of unrelated business organizations now compete for the consumer's dollar. Business is still motivated primarily by its quest for profit, but there has been within the past few years a new approach toward attaining those profits. The solid, growing business firm is following a carefully developed route toward its goal of determining and meeting customer needs in the most efficient manner possible.

Businessmen now recognize the importance of running their organizations efficiently. Not only do they want satisfied customers, but they also want happy, productive employees. To get the most from the combined forces of men, materials, and machines, management must plan, organize, and control wisely and scientifically. Business needs employees who consistently maintain a high level of top-quality production and who are concerned with the over-all goals of the company. Production must be maintained through the willingness of the employee to cooperate with management. Within the employee, there must be the desire to reach his own greatest productive capacity and to see his firm reach the ultimate in its field. For self-motivation to function at its fullest, employees must know (a) that they are being treated fairly, (b) that their work is being recognized, and (c) that they have the opportunity to rise within the company according to their contributions.

According to recent population, business, educational, and technological trends and predictions, more and more white collar workers will be employed in the future. They will be working together more closely than ever before. Already, the number of white collar workers exceeds that of blue collar. How can management challenge and motivate office employees so that they will aspire to perform to their optimum? How can personal incentive be strengthened? How can the high rate of turnover be reduced? How can manpower be used to best advantage? How can excessive waste in time and money be eliminated? How can duplication of efforts be avoided? Where can operational costs be minimized? These problems are facing management today. Perhaps setting up definite standards for promoting the workers would alleviate some of them.

Reasons for Standards of Promotion

Through standards, the manager can do a better job of evaluating employees. As business grows, jobs become more specialized. Job evaluation and employee ratings become more and more necessary in order that each position is filled with the worker best qualified to perform that particular function. In many large organizations promotability may depend upon the ability of a worker to do one or a few functions well. Management's attempt to place the right man in the right job could be strengthened with more fact and justified opinion and less fiction. There would be less likelihood of over-emphasizing one particular strong trait of an employee and underemphasizing his over-all performance and his job requirements. For instance, a manager may be oversold on an employee because of one outstanding quality and fail to consider other factors. Simply because a woman is an excellent typist does not mean that she could manage the typewriting pool. Having written standards for promotion to this position should enable the manager to fill the vacancy with the person most likely to succeed.

Each employee should understand the importance of his job and its relation to the over-all picture.

Through scientific job placement the employee is given a sense of contribution and a feeling of value toward the joint efforts of the organization. Needless to say, this serves as a powerful stimulant to most people. It instills in them the drive and the will to progress even further. At the same time, management profits in that it is getting the maximum from the employees.

Worker turnover tends to be low in those organizations in which the employees feel capable of doing their jobs well and when they realize their role in the over-all operation. A feeling of worthwhileness goes far toward the satisfaction of man. Promoting employees according to established standards would have the following advantages: (a) wise use of manpower based on employee placement according to special talents, (b) lower operational costs and reduction of waste by utilizing best qualified people in highest-level positions, (c) high morale because of employees' awareness of management's recognition, and (d) employee stimulation to meet standards for higher-level positions.

As business grows more production conscious, it is becoming increasingly important for management and white collar workers to acquire a oneness of purpose. To achieve this, there must be an attitude of mutual interest and cooperation. Each is responsible to the other.

The Responsibility of Management

Management is responsible to white collar workers for setting up definite goals and objectives of the company. Each employee should understand the importance of his job and its relation to the over-all picture. Employees should know what is expected of them through written job descriptions, job classifications, and job analysis. If job classifications are to be effective, they must be realistic and they must be kept up to date. Management is responsible for equalizing the work load, eliminating duplication of efforts. Setting up standards for promotion aids management in placing employees where they can be most effective.

Through both formal and informal interviews, managers can keep workers informed of their progress and can make suggestions for individual improvement. Positive leadership motivates and stimulates personnel by treating them as important human beings and by letting them know that their work is necessary and appreciated. Developing in each worker the strong personal incentive—the human will to work—is the goal of the good supervisor. A free flow of upward and downward communication must be maintained to fulfill the needs of both management and employee.

Workers need to know that standards for their job exist, what those standards are, and how they can be achieved. There should be a minimum-maximum salary range within each job classification, and the employee should be granted salary increases within this classification for work well done. When higher-classification positions are available, promotions should be given to the

best qualified. It is well to maintain a policy of promoting from within the company and from outside it. A new employee may stimulate other office workers with new ideas; promoting from within aids in retaining valuable employees and serves as a motivating force for those who wish to grow with the company. Workers will continue to prepare themselves if they feel there is opportunity with the company.

The manager should serve as a good example to his work force. His qualifications will be observed and his initiative and attitude will be reflected and imitated. Establishment and maintenance of rapport cannot be stressed too greatly. Exhibiting good human relations in his daily contacts is extremely important.

The Responsibility of White Collar Workers

After the goals of an organization have been established, it becomes the duty of each individual employee to cooperate completely with his fellow workers and with management to attain them. The employee has to take certain skills into the business with him; then he is responsible for increasing and developing those skills.

The growth of the individual worker is generally in ratio to his contribution. His promotion depends on many different factors. The major one, of course, is the need for office workers at higher levels of employment. Theoretically, the employee who has the requisite ability, initiative, skills, and knowledge will continue to win promotions. In actual business situations, there must also be a need. At the present time, there is a real shortage of well-qualified office workers, especially executive-caliber secretaries. White collar employees who will take an active interest in the business as a whole in addition to their own specialized duties are much in demand.

Winning promotions in business today entails the acquisition of a company philosophy. It should originate at the top-management level and should be funneled down through the various divisions and departments to each individual employee. The company-minded employee performs the duties of his position efficiently, but his responsibility does not end there. He realizes that performing duties that will save his employer's time saves his company money and makes him increasingly valuable. Learning how to perform efficiently the duties of his peers also enhances his role.

The employee is responsible to his company for developing certain requisites for success. They are as follows:

- The development of good personal qualities
- The development of job know-how
- The development of special skills and knowledge needed
- The utilization of general ability
- The desire for progress.

The Development of Good Personal Qualities

One of the most important requisites for success is the acquisition of a good business attitude. Some call it professionalism; others label it personality or leader-

The employee with a future is conscientious in his work and he welcomes constructive criticism.

ship, company-mindedness, initiative, dependability, foresight, or persistence. Regardless of the nomenclature that is applied, it is that intangible trait that goes far beyond the description of the job and, for that matter, beyond the call of duty. The employee who has the quality is career-minded, finds his work challenging, and exercises much individual initiative. He is sensitive to the needs of those around him—especially those of his immediate supervisor. Through his own initiative, he realizes what needs to be done and performs a wide variety of duties without being instructed to do so. He understands when he can and when he cannot make decisions. While he isn't afraid to make them and, for the most part, he uses good judgment, the wise employee does not overstep the bounds of his authority by attempting to make decisions which should be reserved for his employer. It is evident that his work is a very important part of his life, and he takes pride in working for his company.

Loyalty is another important quality. Not only is being able to keep company confidences an admirable trait but it is also a requisite to many positions. The employee who seeks recognition by divulging company secrets should not hope to achieve satisfaction through business promotions. The dependable employee listens carefully to instructions and does the job right the first time. He can always be counted on to follow through. Since he does not trust his memory, he seldom needs the excuse, "I forgot."

The employee with a future is conscientious in his work and he welcomes constructive criticism. In his appraisal of others and in his dealings with them, he is fair and honest. Needless to say, he has an excellent punctuality and attendance record; also, he is always well groomed.

The Development of Job Know-How

Before an office worker is promoted, he should not only thoroughly understand and efficiently perform duties entailed in his current position but also he should have acquired as much know-how as possible in other jobs. For instance, he should be able to "fill in" for others without confusion and should use every opportunity available to him to assist his supervisor and his associates. The attitude "I am here to assist my supervisor in any and all ways" will surely help him to attain a promotion.

The Development of Special Skills

Though job requirements differ, there are certain requisite skills and knowledges needed for all levels of office workers. The ability to communicate both orally and in writing is extremely important. For instance, in correspondence, the following techniques should be developed: (a) considering the reader's point of view, (b) adopting the "you" attitude, (c) portraying friendliness and courtesy, (d) using about the same approach

as in a face-to-face conversation, (e) using good grammar, (f) understanding the situation, (g) getting to the point immediately, and (h) being clear and concise. Correct use of English mechanics such as capitalization is beneficial regardless of job classification. Also, the ability to put other people (employees at all levels as well as customers, clients, or visitors) at ease through friendly business conversation certainly is an asset.

Knowing how to typewrite is a plus factor for office workers. True, some get by without it; but those who have developed this skill find it useful. Employees who spend a considerable amount of time at the typewriter should not be content with a minimum skill. They should strive to typewrite at a fast rate of speed with control. Self-competition on their own production work will do much for them.

One of the main considerations for any office worker is, "What does the job require?" And then he should attempt to produce more. For instance, if writing shorthand at 100 words a minute and transcribing it at 30 words a minute is required to handle a certain stenographic job, the employee should not be satisfied with that minimum.

Most office workers find occasion to make use of skills and knowledge that they have acquired. Even though it is not used daily, how helpful is the skill on, let us say, the ten-key adding machine! Those who understand basic filing rules find this knowledge useful though few of them serve as file clerks.

The Utilization of General Ability

The employee is responsible to management and to himself for using his intelligence. He should be able to grasp situations quickly, to adjust to new circumstances, and to think on his feet. Adopting the employer's company philosophy is a requisite to his success on the job. The ability to perform well is of little benefit to those who are unwilling to devote themselves wholeheartedly to the company cause. Conversely, those of average ability with a company-minded attitude are an important asset to the organization.

The Desire for Progress

The employee who desires to grow in his job will use all available opportunities to learn more about his job and his organization. He will find ways in which he can improve in order to help his organization reach its goals. A broad educational background tends to increase the flexibility and to widen the potential promotion scope of the worker. Those who desire progress should realize that their education (formal and informal) is a continuous process. Ordinarily, regression has set in when an office worker adopts the attitude that he knows "all."

Management must determine what it needs and what it can expect from its employees before a rating standard can be developed. Rating standards must vary according to the needs of different organizations.

Standards serve as an aid in recognizing those traits which qualify an individual for promotion.

It should be emphasized that standards serve only as an aid in recognizing those traits which qualify an individual for promotion. Well-planned standards can lead to objective consideration of all employees for possible promotion. Standards for promotion of one level of workers would differ somewhat from other levels. The following list contains many general qualities and rating factors which could be used in setting up standards for promotion:

Personal Qualities

- Has good company and business attitude
- Is loyal and dependable
- Cooperates with superiors, peers, and subordinates
- Welcomes constructive criticism
- Displays initiative
- Is well groomed
- Has good attendance record and is punctual
- Is fair and honest
- Is flexible

Job Know-How

- Thoroughly understands and efficiently performs present job
- Works with little supervision
- Efficiently performs various duties at peer and superior level
- Can "fill in" for others without confusion

Skills and Knowledge

- Has well-developed skills needed
- Continues to develop skills and acquire knowledge for self-improvement and for increased efficiency to company

General Ability

- Uses intelligence and good judgment
- Is alert; grasps the situation quickly
- Adjusts easily to new situations
- Can think on his feet
- Has ability, confidence, and initiative to make wise decisions
- Has adopted employer's company philosophy

Progressive

- Is company-minded and inspires others to be so
- Exerts leadership qualities in line with company goals
- Gets personal satisfaction from performance of job
- Is production conscious and inspires others to be so
- Inspires quality of teamwork, cooperation, and unity in others
- Understands, believes in, and promotes company philosophy
- Has learned as much as he possibly can about the company as a whole
- Realizes the importance of his own continuous formal and informal education
- Is aware of business conditions and trends in general and also of those within his company

Job Aspirations

- Prepares for long career with company
- Fulfillment of personal goals and objectives will enhance employee's value and will promote the company.

These qualities used in considering personnel for promotion can be evaluated by establishing some sort of point system or merely by noting the strong points and weak points of the employee along with suggestions for improvement and recommendations for promotion. ##

In-Service Programs for Office Employees

by **IRENE PLACE**

University of Michigan, Ann Arbor, Michigan

Can a business be better than the people it employs? Some believe it cannot. They believe that persons who are properly prepared for the work they are to do make the difference between success or failure of a business enterprise. One may not agree entirely with this point of view, but there is no question that inadequately prepared employees are a drag on an organization. A goal of personnel administration in business, industry, and government is to employ satisfactory, productive workers. Persons inadequately trained cannot give satisfactory production. One of the tasks of personnel managers, therefore, is to provide means of developing the men and women they employ.

The term office employees covers a wide range of positions. Purely speaking, it can apply to anyone who works in an office from the chairman of the board down to the messenger boy. As used in this article, office employees does not include managers or administrators. The programs discussed are those maintained for office clerical employees, the word *clerical* being used to identify office production workers as separate from managers. Managers plan, organize, and control the activities of an enterprise; office production workers (clerical employees) implement the work of managers, particularly through recordkeeping and information processing. Stenographers, file operators, office machine operators,

receptionists, tabulating equipment operators, typists, bookkeepers, and messengers are included in this classification.

Shortage of Clerical Workers

The shortage of well-prepared office clerical workers has been felt keenly throughout the United States for the last 10 or 15 years. Several reasons are given for the shortage:

1. More and more office workers are needed to run our economy.
2. We are employing persons born during low birth rate years, late '30's and early '40's.
3. Office work today is handled primarily by women.
4. In a time of economic plenty such as this nation has known for the past 10 or 15 years, more persons are going to college and seeking education for positions with more prestige and opportunity than the production-type office position affords.
5. The public schools are emphasizing general education and are using vocational courses as dumping grounds which naturally makes it difficult to maintain office production standards. The problem is further complicated as teachers of office education, faced with decreasing enrollments in various office skill courses, try to make the courses easier.
6. Many office positions have lost prestige. Office work is considered to be "routine." To some extent, the prevalent idea is that one can always get an office job and, unfortunately, as the results of the shortage are felt more, this is true. Business employs almost anyone who expresses a desire to work in an office and undertakes to prepare the unskilled.

In-Service Programs

What can in-service instruction for office clerical employees accomplish? Why is it necessary? If properly handled, office in-service training can improve clerical production, improve the quality of the work, lower costs, facilitate the work of management, build employee morale, improve customer relations, improve the business, and improve communications throughout. Such results can be achieved by trying to change the attitudes of employees as well as to increase their business knowledges and develop their office skills. In-service programs help prepare the inadequately qualified beginning employees, prepare others for better job performance, acquaint them with the philosophy, organization, and products of the company, and prepare them for promotion. If successful, in-service programs generally upgrade office employees. They provide a basis for objective evaluation of the initiative of an employee and for promoting employees. They give everyone the same chance to groom for promotion. To some extent, they help to eliminate basing promotions on favoritism. The incentive for learning and self-improvement is *real* and herein lies an advantage of in-service instruction over instruction given at the high school level.

There are various types of in-service programs. Some are short and intensive (one or two days, all day),

whereas others meet only once a week. Some are designed to meet a specific need for designated employees; others are general and available to all. Types of programs can be classified as (a) education through office manuals, (b) on-the-job instruction, (c) instruction in company classes, and (d) courses offered by outside organizations.

1. *Education Through Manuals.* Manuals can be about the company, company rules, fringe benefits, or company products. They can describe specific office procedures. Procedures manuals are sometimes referred to as SOPs (standard operating procedures). Having employees themselves prepare standard practice manuals is an effective way of getting them to study the contents. For this reason, one of the banks in Detroit has a committee of employees revise its correspondence manual almost annually. Another type of "manual" is a booklet. Several national agencies such as The Dartnell Corporation, Good Reading Rack Service, and the National Research Bureau supply business with a syndicated series of booklets to which a company subscribes.

2. *On-the-Job Instruction.* Instruction on the job can be given at any time and may be specific or general, depending on the need and purpose. A vestibule or induction program is one type. It emphasizes information which helps orient new employees. The content may be general information about the company or may involve intensive skill building to bring an employee's performance to a required standard.

To a large extent, on-the-job instruction is a continuing process and is handled through the supervisor. Any special on-the-job training units which might be developed through the personnel department should be reviewed with supervisors and their cooperation sought in following up on the program.

Due to the shortage of qualified stenographers, some companies employ persons who do not have the necessary skill requirement and put them into a central stenographic pool where they are given "on-the-job" instruction for quality performance. As they qualify, they are assigned to stenographic and even secretarial posts throughout the organization. Sometimes it takes two years to develop an all-round secretary. The centralized pool is, therefore, an instruction center as well as an office service unit.

Another type of on-the-job training which overlaps somewhat with training offered by outside organizations (Type d) is cooperative training. Encouraged nationally through the George-Deen and George-Barden Acts of Congress, monies were distributed to state departments of education to encourage the development of practical education—part-time attendance at school and part-time employment. Some of the courses are tailor-made to meet the immediate needs of the part-time job; all are directed and coordinated by a qualified and job-wise teacher employed by the schools. Administered in most states primarily as a terminal program (senior

Today's business is in the business of education.

year, although some colleges also conduct co-op programs), the arrangement in effect hand-grooms a student for employment in a particular company. The only thing the company is required to do is "cooperate." It does not even have to guarantee to employ the student after graduation.

3. *Instruction in Company Classes.* To supplement on-the-job training to upgrade employees generally, and to prepare them for promotion, more intensive preparation than that given on a specific job is necessary. Most companies turn, therefore, to classroom methods. The scope of the course varies widely. One company lists the following courses for its office clerical employees: typewriting, dictation, business English, spelling and vocabulary, office machines, filing, mathematics, accounting, organization, and office procedures. Classes are conducted on the premises and various arrangements are made to compensate for the time involved. In addition, employees hear discussions of company problems and activities by representatives of various departments and levels of management. The General Motors Institute of Technology (Flint, Michigan) at one time maintained a complete curriculum such as might be found in any regular school of business including accounting, economics, finance, statistics, and business law.

At the University of Michigan where some 700 "office girls" are employed throughout the campus, a supervisor of in-service programs for clerical employees is attached to the University's personnel office. His job is to maintain a series of regular skill building and job performance improvement classes for these employees, to conduct a one-day instructional conference for them once a year, and to assist in their progress however else he can. The regular courses meet one hour each day for five to seven weeks on company time. One of the courses contains the following topics: care of the typewriter, letter and envelope format, carbon packs and multiple copies, erasures and corrections, cards and labels, chain feeding, business and personnel forms, manuscript writing, tabulations, interdepartmental communications, changing ribbons, role as an office employee at the university, job attitudes, telephone techniques, receiving office callers, filing, sources of information, grammar, punctuation, and spelling.

One company discovered that if it employed a girl who typed 25 or 30 words a minute accurately, she could increase her speed considerably with a little special instruction. It is easier, this company concluded, to increase an accurate typist's speed than to train a fast typist to become more accurate. The company includes the following drills for personnel not up to company standards: alternating finger exercises, finger strengthening, a relocation of keys, balanced-hand word exercises, rhythm, concentration, alphabetic words and sentences, and speed building. Each girl also spends considerable time on straight-copy typewriting, practicing about 30 hours the first week. This time is equal to

about six weeks of typewriting practice in the average high school class of one hour a day. Here is a progress table for an employee in this program:

Monday	37 WAM	Thursday	48 WAM
Tuesday	38 WAM	Friday	53 WAM
Wednesday	46 WAM		

In this company, the room adjoining the steno pool is used for this special instruction so that the pool supervisor can handle both groups.¹ Most companies seem to agree that a typewriting speed of 50 words a minute and a shorthand writing ability of between 80 and 100 words a minute is satisfactory.

Most companies provide textbooks and other materials used by employees enrolled in company sponsored courses. Attendance is not required although it is sometimes strongly recommended because an employee's job may depend on additional training. Instruction is generally given by a supervisor, senior employee, or representative from personnel; outside professional teachers are rarely brought in to teach these courses because they do not know the specific problems, practices, and vocabulary of the company involved. Most companies like to have their courses deal with specific situations which result from the experience of the company itself.

4. *Courses Offered by Outside Organizations.* Courses offered by outside organizations (schools, professional associations) are a means of supplementing a company's educational program. To encourage employees to participate in outside "courses," many companies reimburse those who have completed a course (tuition and textbooks) which they judge to be pertinent to professional development, provided the grade was not less than a C. One company reimburses 100 percent for an A, 80 percent for a B, and 50 percent for a C. For grades below C, reimbursement was not made. The course must, of course, be in line with the employee's work and be studied at an approved school. Some companies set a maximum of \$100 a year per individual to discourage people who might try to carry too many courses at night while working full time.

Believing that an educated employee is more likely to be a happy one, some large corporations provide a counseling service through their personnel departments and help employees plan an educational program that looks into possible promotional opportunities within the company as well as to personal growth and satisfaction.

It is common practice to send promising personnel to conferences or workshops at company expense. This is particularly true of middle management personnel although it is followed here and there for qualified "clerical" operatives, particularly office service department supervisors and top level secretaries. Such conferences are conducted annually by the many business professional associations; for example, the Systems and Procedures Association, the American Management Associa-

¹Weld, Christopher M., editor. *Office Manager's Handbook*. Chicago: The Dartnell Corporation, 1958. p. 247-48.

tion, the National Office Management Association, the American Records Management Association, and various accounting associations. The annual conventions of these associations always include two or three days of professional meetings in addition to special educational programs developed during the year. Universities also conduct special programs for such groups, particularly during the summer. Harvard University has for some time conducted short programs for management. At the University of Michigan, the School of Business Administration regularly develops summer programs for bank executives, hospital insurance representatives, and conducts an executive development program. These programs are in session four to six weeks, and employees are enrolled by their companies as full-time students for an entire program.

Surely one of the first things to impress one as he reads about in-service educational activities within business, industry, and government, even when discussed in a summary fashion as in this article, is the extent and generosity involved. Our American faith in education seems to be reaffirmed—resubscribed to by business. The reader should also observe that business is today itself in the business of education. In a country committed to the ideal of public education for all, with countless dollars and man hours spent annually to provide it, one wonders whether this is good or bad. The writer interprets it to mean that the public schools are unable to do it all. It further means that business educators, if they want maximum results, should make every effort possible to work with business in developing in-service programs. ##

Standards and Qualifications for Office Employees

by JAMES W. CREWS

University of Florida, Gainesville, Florida

In today's fast-moving and sometimes perplexing world of business, many changes are taking place. These changes are evolutionary in character in many instances, but at other times the changes appear to be revolutionary. The ability of a businessman to sense a trend or movement is probably as important as the ability to adjust his business to the new trend or movement. Both are essential if his business is to be successful.

Business education in the secondary schools needs as never before to pursue intimate communication with business. Changes in business practices and procedures can be effected more smoothly, and business education will be much more effective in providing properly prepared personnel for business if communication between the two is kept open. Businessmen and educators can become a team, therefore, and as they are able to help each other understand the "next play," the "ball will be moved down the field."

Business teachers have long been interested in providing businessmen with the kind of employees who can best assist the businessman in accomplishing his mission. Too often the teachers have had to use businessmen's description of the kinds of persons needed that was formulated too many years ago to be of maximum value at present.

All of us can recall in telephone conversations with medical doctors words like these, "You better come on down to the office and let me see you." Most medical

doctors hesitate, and correctly so, to treat a person whom they cannot see. Business teachers, however, have been expected and some have blithely accepted the challenge to prepare students for business without adequate knowledge of businessmen's expectations. To harmonize these, the businessman's need for adequately prepared personnel and the business teacher's desire to assist businessmen, the business teacher must develop an adequate perception of the kind of persons needed in business and how those persons can be educated for business.

Recently a questionnaire survey was conducted involving 18 business firms in Jacksonville, Florida, employing approximately 3,100 office workers. The purpose of this survey was to help business teachers, particularly in the Jacksonville area, to clarify some of their instructional goals. Specifically, the survey requested the following data about each firm: (a) name of company and type of business; (b) number of office employees in each of the following categories or classifications: secretary, stenographer, typist, clerk, bookkeeper, office machine operator, receptionist, others not specified; and (c) for each of the job classifications, data were requested regarding formal educational background desired, skills appropriate to each job, and a description of the personal qualities which contribute to the employee's effectiveness but which are difficult to state in measurable units.

The following types of businesses provided data regarding their personnel practices: office equipment and

Most businessmen expect applicants for beginning office jobs to have at least completed high school.

supply dealers, oil company distributors, insurance offices, telephone office, real estate and mortgage office, and municipal offices.

So that you can follow the survey results more easily, an analysis of the data by job classification is presented. Finally, reflective comments will be made regarding the survey generally.

Secretary. This job classification was reported to exist in all of the 18 firms that supplied data. A total of 139 persons or slightly less than 5 percent of the 3,100 office employees included in the survey were classified as secretaries. Most of the 18 firms reported over 29 secretaries each. In proportion to the total number of office employees, those in the "secretary" classification are quite small. No attempt was made in the questionnaire to describe employees in any particular job classification. Each firm, therefore, was free to use its own definition which could affect the validity of such a study. The likelihood, however, that widely divergent definitions were used by the various firms is not great enough to cause major concern.

Most of the firms reporting indicated they expected not less than completion of high school for a secretary, but nearly one-half of the firms indicated at least one year of college or business school beyond high school. Only one firm required college graduation for secretarial positions.

Generally, a secretary is thought to be a person who has the skills of a stenographer which include shorthand, but only six of the 18 firms indicated a shorthand requirement for their secretaries. Shorthand dictation speed desired by those six firms ranged from "shorthand and dictation" to 120 words a minute. Four firms required 100 words a minute or more in shorthand dictation. Since only one firm indicated the requirement of machine transcription, one must conclude that either the definition of a secretary was not common to all firms reporting or the information submitted by them regarding standards was incomplete.

Twelve of the 18 firms reporting indicated that they had some kind of standard for typewriting performance. Of those reporting specific speed requirements, five stated speeds in the range of 45-65 words a minute. This, again, is a standard which is capable of considerable interpretation. The determination of net words a minute was not uniformly determined in the 18 firms.

Generally, then, the firms reporting seemed to expect an applicant for a secretarial position to have at least completed high school and where possible they would prefer applicants with one or two years college education. The typewriting speed desired by most firms for secretaries was about 50-60 words a minute, and the shorthand dictation speed desired was about 100-120 words a minute.

Stenographer. One-half of the 18 firms reporting indicated some employees classified as stenographers. These

nine firms reported a total of 107 stenographers, or slightly more than three percent of the total of 3,100 employees were classified as stenographers.

The educational standards expected of stenographers seemed to be slightly below that expected of secretaries which is normal expectation. A minimum of high school graduation was expected by most firms of their stenographers, whereas secretaries were expected to have at least completed high school and, in several instances, should have completed some college work.

Stenographers are expected to have a typewriting speed of 45-50 words a minute and be able to take shorthand dictation at 90-100 words a minute. Both these expectations are slightly below expectations of a secretary.

Typist. A total of 173 persons or slightly over 5 percent of the 3,100 employees in the 18 firms were classified as typists.

Completion of high school was the minimum level of education expected except in rare instances. A typewriting speed of 40-50 words a minute seemed to be the most commonly expected skill in typewriting.

Clerk. By far the greatest proportion of employees reported by the 18 firms were in the "clerk" classification. Slightly more than 50 percent of all office employees reported were clerks. It is true that most of them were reported by insurance companies, but a total of 12 of the 18 firms reported "clerk" as a job classification.

Practically all firms indicated high school graduation as the minimum educational level for clerks. Other specific requirements were varied. For example, emphasis in some firms was placed on legible handwriting, aptitude in mathematics, knowledge of accounting and office machines, general office experience, and typewriting. There seems to be a requirement that a person to be employed as a clerk have not less than average learning ability. Some firms administer a clerical aptitude test and use this test result as an indication of a person's likelihood of success as a clerk.

Bookkeeper. Very few or a total of only 28 employees in a total of 3,100 (less than 1 percent) were classified as bookkeepers. A calculated guess would be that the classification "bookkeeper" has given way to either "clerk" or an outright accountant.

Those firms reporting bookkeepers indicated a minimum educational level of high school graduation. Several firms, however, desired two years of college or business school as the minimum educational level for bookkeepers.

Office Machine Operator. Nearly 9 percent, or 265 out of a total of 3,100 employees reported, were classified as "office machine operators." This classification was exceeded in number of employees by only one other classification which was "clerk." Nine, or one-half, of the firms reporting showed some employees in this classification. These office machine operators used a variety of

Businessmen are interested in the personal qualities of their employees.

machines ranging from the ten-key adding machine to the automatic tabulating equipment.

Several firms reported that the office machine operator could learn how to operate a particular machine on the job, but they preferred their employees have some basic instruction on office machines while in high school or business school.

Generally, high school graduation is the minimum educational level expected of office machine operators by employers. Several firms desired these operators possess also the ability to typewrite.

Receptionist. About one-half of the firms reporting included employees listed as "receptionist." The total number of receptionists would be small because of the nature of their work. Some of those classified as secretaries undoubtedly perform many duties of receptionists quite frequently. Again, a typist might be considered a receptionist by some and a typist by others.

The minimum educational background expected of receptionists is high school graduation. A few firms require a typewriting skill of over 50 words a minute. In addition, aptitude in mathematics and clerical occupations was considered by some to be important.

Other Office Employees. The classifications of office employees already noted and discussed account for 76 percent of the 3,100 office employees in the 18 reporting firms. The additional 24 percent or 744 persons were listed in the classification "others." Of these 744 employees, 641 employees were reported by a single large insurance firm. These 641 employees included supervisors, technicians, and administrative office personnel. A study of the employees reported in this miscellaneous classification would seem to indicate that the work performed by them is of a highly technical nature and would hardly be available to beginning office employees. For the purpose of this report, therefore, a discussion of the educational background and skills required and personal qualities desired will be omitted.

Educational Background and Skills

Almost without exception, businessmen, according to the 18 firms reporting in this study, expect applicants for beginning office jobs to have at least completed high school. A few firms noted their hope for persons with two years college or business school education who apply for the higher-level office positions.

For the positions of secretary, stenographer, typist, clerk, office machine operator, and receptionist, some typewriting skill is expected. Secretaries and stenographers are generally required to have a typewriting competence of 60-65 words a minute. Typists are expected to show a typewriting competency of 50-60 words a minute. The employers who desired their clerks, office machine operators, and receptionists to have some skill in typewriting, were willing to accept a rate as low as 35 words a minute.

Competency in shorthand expected of secretaries is stated as slightly above 100 words a minute in dictation. For stenographers the required rate is slightly less than 100 words a minute.

These data regarding the various specific skills expected of beginning office employees are somewhat difficult to interpret. Most notable are the skills of typewriting and shorthand. The procedures and materials used to measure an office employee's skill are very important. To report that secretaries are generally expected to typewrite at the rate of 60 words a minute and to take shorthand dictation at 100 words a minute leaves the questions of how computed and with what materials unanswered. Does the typewriting rate refer to straight copy with or without tabulations or does it refer to a production rate in which several different typewriting problems are included?

This is to say that the typewriting speed rates and the shorthand dictation rates obtained in this study are useful only as a general indicator of the level of skill actually desired by business firms. It is evident from the data secured in this study that different firms used various kinds of testing materials in both typewriting and shorthand. Apparently typewriting and shorthand tests administered by business firms included in this study tend to measure a relatively narrow aspect of the person's ability to cope with typewriting problems and shorthand transcription difficulties.

Personal Qualities of Employees

The employers represented by the 3,100 office employees reported in this study apparently place much emphasis upon personal qualities of employees. The various firms listed a total of some 30 personal qualities that should characterize their employees. Through the process of grouping and then choosing only the ones mentioned most frequently, the following would appear to be most important: cooperative spirit, loyalty, pride in personal appearance and work, self-reliance, ambition, and punctuality. Lists similar to this one have been submitted previously on numerous occasions by various individuals and groups. The significance of this fact is primarily in the repetition with which it reoccurs. Businessmen are saying over and over again that those intangible, unmeasurable human traits are vitally important in office employees.

The implications for business and business education are many:

1. The need for improved communication between the businessman and the business educator is even more critical than expected before analyzing the data in this study. Evidence of this fact is shown by lack of a common understanding regarding the skills in typewriting and shorthand expected by employers. There appears to be little uniformity in the businessmen's approach to measuring skills in the two areas of shorthand and typewriting. Finally, the businessman and the business edu-

Representatives of business are eager to discuss recruitment standards with business teachers.

eator seem to be following different approaches to determine competency in these two skills.

2. The need for businessmen and business educators to get together and work cooperatively to improve business education is obvious. This procedure is being actively pursued in some communities and all persons concerned have reaped benefits.

3. Businessmen through chapters of the National Office Management Association and business educators through the United Business Education Association have cooperated for many years in a testing program known as the National Business Entrance Tests. These tests or refinements therefrom would seem to be appropriate as a basis for developing some uniformity between business and education relative to testing materials and interpretation of results. A joint effort by the businessman and by the business educator could go far in making known to business and education the potential in such a testing program.

Business teachers could take the initiative in this matter and expand the acquaintanceship of businessmen with the National Business Entrance Tests. A specimen set of the National Business Entrance Tests is available from the UBEA Headquarters Office in Washington, D. C.

4. Business educators need to re-examine their teaching to determine whether adequate emphasis is being

given to development of the personal qualities of potential business office employees. This suggestion is particularly relevant because of the emphasis accorded personal qualities by businessmen. As one stated it recently, "I want an employee who will be willing and happy to claim her association with my business."

Loyalty and a sense of belonging or a desire to be associated with a particular firm is no doubt difficult to attain in many office jobs because of the high rate of turnover of office employees. Many young girls who begin working in an office soon after graduation from high school probably see this experience as a "waiting period" preceding marriage and rearing a family. Both the business teacher and the businessman should, therefore, strive diligently to impress this personal quality as they teach and counsel young girls. A second personal quality which, when combined with loyalty, seems to describe an ideal employee is responsibility.

5. Perhaps business teacher education should concern itself with the problem of acquainting teachers and prospective teachers with what business expects of its office employees. Then as teachers go into the classroom, "a little bit of business" would go with them.

Yes, with the aid of businessmen and with intelligent effort on the part of teachers, business standards or qualifications for office employees can be known and appropriately interpreted. ##

Standards of Recruitment for Office Employees

by **CHARLES G. NIX**

West End High School, Nashville, Tennessee

Representatives of business are eager to discuss recruitment standards with business teachers. Although individual statements of office managers and personnel directors vary in accordance with their employment needs, business standards for recruitment of office workers in Nashville, Tennessee, can be classified as follows: (a) vocational competencies in general clerical, stenographic, and bookkeeping areas; (b) fundamental skills such as arithmetic, writing, and spelling; and (c) personal qualities.

Even though most office managers and personnel directors expressed the hope of securing more and better qualified beginning office workers, not all prospective employers have specific recruitment standards. Most directors of personnel administer a typewriting test to applicants; some administer stenographic, clerical, busi-

ness aptitude, and interest tests; and all consider strongly the records made in the classroom.

Production Standards

Forty correct words a minute will meet the minimum requirement in most Nashville offices for the beginning typist. Forty words a minute in typewriting is meaningless unless the method of scoring the test is understood. One personnel director, for example, uses a test that consists of two parts—a seven-minute straight-copy writing, and a three-minute writing which includes numbers and symbols. Is that all? No! One typographical error or departure from the original copy is penalized one error. The total number of five-stroke words, minus one for each error, divided by the number of minutes consumed in taking the examination, results in his CWAM.

Employers are interested in talking with people who have in mind a particular position.

One of the larger religious companies that publishes religious literature reports two sets of standards for beginning typists. The personnel director in this company administers a five-minute typewriting test consisting of straight copy. Numbers and symbols are incidental to the test. When the total number of words typewritten is computed, the applicant is penalized one word for each error in the copy. Forty words a minute with two or three errors in the total examination qualifies the applicant for further consideration for employment as a beginning typist. Using the same computation, but raising the words a minute to 55 with no more than seven or eight errors in the total examination, qualified this applicant for further consideration as a senior typist.

Personnel directors in some of the larger companies employing around 500 office workers, are quick to point out that they do have shorthand and transcription requirements with accompanying standards. In one large insurance company, for the beginning office worker without work experience, dictation on unfamiliar material is given at 80 words a minute for five minutes. This material consists of copies of three letters previously used in the conduct of this company's routine business communication. The applicant is allowed 30 minutes in which to transcribe the dictated material. The applicant is considered to "pass" if he makes no more than eight errors when compared with the original letters. Any departure from the perfect example is an error. (Paragraphing, punctuation, and letter style are dictated.) This standard indicates 98 percent accuracy in transcription; or to put it another way, allowing 2 percent error.

A personnel director of a large banking institution states that his company dictates one letter averaging 90 to 100 words in one minute. They do not time the transcription and they score the transcribed letter as good, fair, or poor transcription.

One large chemical corporation depends upon oral transcription when testing applicants for office positions. They dictate one letter averaging about 140 words at "office rate" dictation, and the applicant is required to read the dictated matter back immediately. To qualify as passing, the applicant must not make over two or three errors in his reading.

Other Production Standards

Generally speaking, employers do not have recruitment standards when considering applicants for positions as bookkeepers, records management clerks, office machine operators, and the like. No tests are given to applicants for jobs in bookkeeping, filing, or for operating a key-driven calculator or key-punch machine.

Raw skill in one of the special areas just mentioned is not sufficient to meet recruitments. These special skills are taught as a part of in-service instruction programs. The fundamental skills of reading, writing, and arith-

metic, when regarded favorably by the interviewing agent, will help the beginning office worker get the job.

Personality Traits

Nashville businessmen rarely complain about a beginning worker's inability to produce mailable copy from dictation or about the words a minute written by typists. When interviewing "Patty" as a prospective employee, their chief concern is her expressed interest in their company, her poise, her ability to dress appropriately, and her desire to secure a position in which she will please and be pleased.

To capture these impressions, personnel directors have required that "Patty" shall have completed two forms—the general information or application blank and the physical record or physician's report. During the interview, the personality appraisal form is completed by the interviewing agent. The applicant makes her first impression by the degree of accurateness or the lack of it when she completed the application blank. Without exception, businessmen attach great importance to legibility and completeness of this business instrument. Writing and spelling are considered necessary skills and businessmen are alert to these proficiencies in the recruitment process. A carelessly completed application blank with items of information lacking, misspelled words, or evasive answers are significant weaknesses which form standards of employment.

The two lines on the general application blank which personnel directors weigh very heavily in their evaluation of the prospective employee are: Why are you applying to our company for a position? and, What type of work are you applying for? Answers to these specific questions will certainly be raised at the time of the personal interview. As the applicant defends his answers, it affords the interviewing agent ample opportunity to make certain deductions and to mark strengths or weaknesses along the scale of the personality appraisal form. Employers are interested in talking with people who have in mind a particular position; they have little time for the person who is looking for a job. When answering the question of which job, personnel directors are able to appraise the candidate's confidence, self-assertiveness, attention to details, and capacity for making decisions. These personal characteristics, when developed and carried to the interview, will help get the job! # #

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How Professional Are You?

by **LLOYD L. GARRISON**

Oklahoma State University, Stillwater, Oklahoma

Teaching today is considered one of our most important professions. In fact, is there any group whose work is more vital to the future of America than that of the teaching profession?

Through the classrooms of today pass the citizens of tomorrow. The ideals, attitudes, and actions of these youngsters are determined to a considerable degree by the type of education they receive. The *key person* in the whole educative process is the classroom teacher. "Good teachers are not born good teachers; they achieve the honored position through proper preparation and experience."¹

Perhaps now is a good time to check on your own growth and development. Has this school year been a good one for you professionally? Do you have immediate plans for the summer, as well as long range plans, that will improve your professional stature? Let's look together at the following relationships. How will you measure up?

You and Your Students. The sole reason for the existence of our schools is to benefit the students. Our product is the student. Of course, it is much more difficult for the educational system to turn out a "finished" product than it is for a manufacturing concern. Some of the goals of education are somewhat intangible and their achievement is difficult to measure. We have many different types of students with varying abilities which makes our job of "producing" more difficult than it is for a business concern. Notwithstanding these problems and difficulties, the major concern of those in the profession of teaching has to be with the student—the *heart* of the educational system.

In your relationships with students, Yes
or No
do you . . .

1. Try to find out the capacities and abilities of your students in order to help them achieve to the maximum of their potential? _____
2. Individualize students in your teaching and provide opportunities for democratic participation? _____
3. Create an atmosphere of friendliness in the classroom? _____
4. Attempt to help your students achieve in out-of-class activities as well as those within the classroom? _____
5. Avoid the use of sarcasm or ridicule? _____
6. Respect the opinions expressed by your students? _____
7. Make a constant effort to improve your methods of teaching and understanding your students? _____

¹Spears, Harold. *Principles of Teaching*. New York: Prentice-Hall Inc., 1951. p. 24.

You and Your Community. Only a cursory glance at the educational literature will reveal the tremendous importance attached to effective school-community relationships. The business teacher has a key role to fill in this connection. Few teachers have the ready-made opportunities for making community contacts that exist for the business teacher by the very nature of his position and education. Are you making the most of these opportunities?

In your relationships with the community, Yes
or No
do you . . .

1. Use the community as your business laboratory? _____
2. Participate in community activities, both those directly concerned and those not directly concerned with your profession? _____
3. Contribute of your time and money to worthwhile community drives, such as those for the United Fund, Community Chest, and church budget? _____
4. Try to exemplify to the public the best qualities of a business teacher? _____
5. Feel that you are a real part of the community and that it is your community? _____

You and Your Co-Workers. The successful accomplishment of the objectives of the business department will hinge to a considerable degree upon harmonious and effective relations with the administration and other departments in the school. Nothing seems to have quite the deleterious effect upon a school system as does interdepartmental bickering and jealousies.

In your relationships with your fellow workers, Yes
or No
do you . . .

1. Recognize and commend colleagues upon successful accomplishments? _____
2. Have a respectful attitude toward the subject matter and work of other departments? _____
3. Support the policies and programs of your principal and superintendent? _____
4. Avoid unkind gossip and criticism of your colleagues? _____
5. Refrain from blaming the previous teacher for inadequate preparation of your students, especially in advanced shorthand and typewriting? _____
6. Respect your contract obligations? _____

You and Your Profession. The ambitious business teacher will enhance his professional stature through participation and work within the teaching profession. He will join hands with others in the profession in constantly guarding and improving the work and standards of teaching in general and business teaching in particular. His activities should not only contribute to the welfare

of the profession as a whole but to his present and future effectiveness in the classroom.

- | | Yes
or No |
|--|--------------|
| In your teacher-profession relationships, do you . . . | _____ |
| 1. Keep yourself informed of the best practices in the field? | _____ |
| 2. <i>Systematically</i> read general education and general information material? | _____ |
| 3. Belong willingly to your local, state, and national education associations? | _____ |
| 4. Contribute of your time and talent to at least two professional business organizations? | _____ |
| 5. Attend and <i>participate</i> in the professional conferences, forums, and conventions that are available to you? | _____ |
| 6. Do some professional writing for publication? | _____ |
| 7. Constantly try to dignify the profession? | _____ |
| 8. Encourage able and sincere individuals to enter the teaching profession? | _____ |

You and Yourself. An occasional searching self-analysis is necessary for any teacher. You may be surprised at what an objective "look-in" will reveal.

Do you . . .

- | | Yes
or No |
|---|--------------|
| 1. Recognize your strengths and your weaknesses, constantly trying to build upon your strong points and minimize the weak ones? | _____ |
| 2. Exemplify to your students and associates personal, as well as professional, qualities of a high order? | _____ |
| 3. Guard against falling into that well-known "teachers' rut" that is fatal to all creative and critical thinking? | _____ |
| 4. Consistently try to improve your relationships with your students, your community, your co-workers, and your profession? | _____ |

How did you measure up? If you answered yes to most of the preceding questions, you are undoubtedly an excellent business teacher. If there were some areas in which you found it necessary to answer no, then these areas can furnish a challenge for you in your future professional growth and development. Any profession that is as vital and paramount to the future of our country as is "ours" certainly deserves the best that we can give it. ##

New for You...

Administrative Communication

By Lee O. Thayer. Homewood, Ill.: R. D. Irwin. 1961. 344 p. \$8.

Business Communication for Better Human Relations

By Charles C. Parkhurst. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1961. 579 p. \$7.50.

Corporations

By John P. Davis. New York: Capricorn Books. 291 p. \$2.45. Paper cover.

Current Economic Problems, Third Edition

By Henry William Spiegel. Homewood, Ill.: R. D. Irwin. 1961. 694 p. \$10.60.

Informal Research by the Classroom Business Teacher

Edited by Earl A. Dvorak. The American Business Education Yearbook, Volume 18. Somerville, N. J.: Somerset Press. 1961. 276 p. \$5.

(An) Introduction to Electronic Data Processing for Business

By Leonard W. Hein. Princeton, New Jersey: D. Van Nostrand Company, Inc. 1961. 320 p. \$7.50.

(The) National Defense Student Loan Program

By Robert C. Hall. Washington, D. C.: U. S. Government Printing Office. 1961. 44 p. 35¢

Personnel Management, Sixth Edition

By Walter Dill Scott, Robert C. Clothier, and William R. Spriegel. New York: McGraw-Hill Book Company, Inc. 1961. 623 p. \$7.95.

Prediction and Optimal Decision

By C. West Churchman. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1961. 394 p. \$6.75.

Secretarial Practice

By Sherwood Friedman and Jack Grossman. New York: Pitman Publishing Corporation. 1961. 504 p. \$4.20.

Teacher Supply and Demand in Public Schools, 1961

By Research Division, National Education Association. Washington, D. C.: National Education Association. 1961. 48 p. \$1.

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The Policies Commission for Business and Economic Education presents the second in the series of statements concerning business education. A special message to members of the United Business Education Association from the Commission Chairman, Hamden L. Forkner, is on the Clip 'n Mail wrapper of this issue of BUSINESS EDUCATION FORUM.

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THIS WE BELIEVE

ABOUT

BUSINESS EDUCATION IN THE HIGH SCHOOL

This booklet, the second in a series, was prepared by the Policies Commission for Business and Economic Education. The Commission is sponsored by the United Business Education Association, a Department of the National Education Association, and by Delta Pi Epsilon, a national honorary graduate fraternity in business education.

Membership of the Commission

Hamden L. Forkner, Chairman
Professor Emeitus
Teachers College, Columbia
University
106 Morningside Drive
New York 27, New York

S. Joseph DeBrum
San Francisco State College
San Francisco, California

Elvin S. Eyster
Indiana University
Bloomington, Indiana

J. Marshall Hanna
The Ohio State University
Columbus, Ohio

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Central High School
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Delta Pi Epsilon
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Hollis Guy, Executive Director
United Business Education
Association
1201 Sixteenth Street, N. W.
Washington 6, D. C.

THIS WE BELIEVE

about

Business Education in the High School

Modern business methods and the complexities of our economic system demand that all schools provide a sound program of business education. Every major statement of the purposes of education in America has included principles having a direct implication for business education.

I. PURPOSES

Business education is concerned with two major aspects of the education of youth:

- A. The knowledge, attitudes, and nonvocational skills needed by all persons to be effective in their personal economics and in their understanding of our economic system.
- B. The vocational knowledge and skills needed for initial employment and for advancement in a business career.

We Believe That

1. Business education has an important contribution to make to the economic literacy of every high school boy and girl.
2. Business education must provide an adequate program of vocational preparation for those boys and girls who will enter business upon completing high school.
3. Business education courses should be available as electives to those high school students planning to go to college and should be accepted by the colleges and universities as meeting part of the college entrance requirements.

II. CURRICULUM

A. Economic Education

Economic activities are an indispensable part of the daily living of every person. Ample provision should be made through the curriculum for every student:

1. to develop economic literacy;
2. to gain an understanding and appreciation of our economic system;
3. to become an intelligent consumer of goods and services.

We Believe That

1. The program of every high school student should include a minimum of one year of course work in business and economic fundamentals as a part of his general education. This course should include topics, such as:

Role of Business and Industry in America

Role and Costs of Government

Creative Growth of the Economy

Factors of Cost in Producing Goods and Services

Inflation and Deflation

Labor-Management Relations

Management of Personal Economic Affairs

2. Special effort should be made to apply economic understandings and appreciations to pertinent topics and activities in all business subjects.
3. Courses in business and economic fundamentals should be considered as meeting part of the social studies sequence required for graduation from high school regardless of the department in which they are offered.

B. Vocational Preparation

The preparation of youth to succeed in the world of work is an important objective of the American high school. Office and distributive occupations constitute one of the fastest growing employment groups in the labor market. As our economy expands, the demand for youth prepared for occupations in these areas will continue to increase.

We Believe That

1. The high school curriculum should include sequences of courses that adequately prepare youth for initial employment in business.
2. Vocational business subjects should be so placed in the high school curriculum that the student will achieve maximum vocational competency closest to the time of graduation.
3. Advanced vocational business courses should be open only to those students who possess the abilities, interests, and personal qualities necessary to attain success in business occupations.
4. The total credits devoted to vocational business preparation should depend upon the student's abilities and job objectives but, generally, should not exceed one third of his total program.
5. Adequate vocational preparation can only be given when appropriate equipment and machines are provided for the business education department.
6. Cooperative work experience programs that provide worthwhile business experiences for the business student should be encouraged in those communities where they are feasible.

C. Specific Subject Recommendations

1. General Business
 - a. A one-year course in general business should be available to all students at the 9th or 10th grade.

- b. The attainment of economic understanding and personal economic efficiency should be a major goal of General Business.
- c. The modern course in General Business should provide a basic background and a frame of reference for junior-senior studies in the social sciences and in business.

2. Advanced Basic Business

- a. One or more courses designed to achieve the objectives of business-economic education as outlined under economic education should be offered and made available to all students. These courses may be taught under such titles as advanced general business, economics, business-economics, basic business, or advanced basic business.
- b. Courses in advanced basic business should be offered as late in the secondary school program as the school curriculum permits.
- c. One semester should be allowed for each of these courses; or one year, if two or three of the individual subjects are integrated into one course.

3. Typewriting

- a. Typewriting instruction should be available to all students and should be taught as early as practicable in the secondary school program.
- b. Usually, the objectives of students enrolled in typewriting may be accomplished in a one-year course.
- c. Electric as well as manual typewriters should be standard equipment in every business department.

4. Shorthand and Transcription

- a. Shorthand provides excellent opportunities for initial employment in business for those students who attain vocational competency.
- b. Proficiency in English is essential to the development of vocational skills in transcription.

- c. Transcription training is an essential part of stenographic competency. Considerable emphasis, therefore, should be given to the development of transcription abilities.
- d. Consideration should be given to the improvement of teaching methods and procedures or to the adoption of newer systems or to the revision of present systems which will make it possible to develop an initial job competency in shorthand in less time.
- e. Where only one year of shorthand is offered, additional opportunity for the development of transcription should be provided by means of transcription or stenographic office-practice courses.

5. Office Practice

- a. The basic purpose of office practice should be the integration and development to a higher level of previously acquired skills.
- b. Office practice courses should also include the teaching of some new technical and personal skills and knowledges such as filing, machine transcription, duplicating, personal development, and occupational intelligence.
- c. Unless a separate course is offered in business machines, such instruction should either be integrated with other courses or be an essential part of an office practice course.
- d. Office practice should be realistic in preparing students for modern-day offices. It should include visits to up-to-date offices and a study of such topics as automation, office orientation, work flow, work procedures, office routines, and supervised cooperative work experience, where feasible.

6. Bookkeeping

- a. Bookkeeping offers significant vocational opportunities for many students.

- b. All vocational business students should be required to take a one-year course as a basic part of their foundation in business. A second year should be offered for those who have particular aptitude and interest.
- c. In those high schools where only one year of bookkeeping is offered, some of the principles in the second-year course should be shifted to the first year.
- d. Bookkeeping should be offered no earlier than the 11th grade.
- e. While bookkeeping is primarily a vocational subject, it also includes many personal-use values and offers wide opportunity for the teaching of economic concepts.

7. Distributive Education and Service Occupations

- a. Preparation for distributive and service occupations is an integral part of business education.
- b. High school preparation for these occupations must be adapted to the initial job prospects of students.
- c. A supervised cooperative work experience program in distributive education is especially desirable.
- d. Supervised cooperative work experience should be offered only in the 12th grade and should be preceded by adequate preparation in the requisite business understandings and skills.
- e. In addition to reimbursable distributive education programs, provision should be made for training leading to the selling and service occupations that may require less time than the traditional distributive education programs.

8. Other Subjects

Specific subject recommendations have been made only for those business subjects most frequently offered in the high school. It is, however, recognized

that in large high schools many other business courses such as business mathematics, economic geography, business English, business law, secretarial practice, specialized machine courses, salesmanship, retailing, and principles of business organization are and should be offered.

III. VOCATIONAL PROFICIENCY

Employers today are concerned both with quantity and quality of production. One of the responsibilities of the high school program of business education is to establish satisfactory standards upon which employers can depend.

We Believe That

1. Community job standards should be met by the student as a prerequisite to graduation from a vocational business education program.
2. A testing program should be set up, such as the National Business Entrance Tests in office occupations, which will measure the vocational proficiency of the student at the completion of his high school business training.
3. In addition to the regular high school diploma, certificates evidencing vocational proficiency should be issued to all students who successfully complete the vocational business education course.
4. A good program of vocational preparation would be strengthened by the advice and services of an advisory board.

IV. GUIDANCE

Business education has an important part to play in the guidance of youth because of the diversity of business courses offered and the high proportion of graduates who go into business occupations. As of 1960, approximately one out of four of the gainfully employed is engaged in some form of business occupation.

We Believe That

1. Business teachers should seek ways and means of co-operating with the vocational counselors regarding the opportunities and qualifications necessary in business occupations.
2. Business teachers should, through their business courses, acquaint their students with the many opportunities in business and the requirements for entering the various fields.
3. The ablest students in high school business courses should be provided appropriate advanced instructional materials and should be expected to advance as rapidly as their abilities permit. They should not be retarded by the advancement rate of the average or slow student.
4. Students of different levels of ability can secure jobs in business. Each student, therefore, should be encouraged to enroll in those courses in which he has the greatest opportunity to succeed.
5. Persons of high ability are needed to manage and operate our business and industrial enterprises. The high school has a major responsibility to help able students explore their interests and abilities in the field of business.
6. Business courses should also be available to the college-bound student to assist him in earning his expenses in college.

V. PUBLIC RELATIONS

The business teacher is primarily responsible for keeping the public informed about the work of the department, the types of preparation being offered, and the manner in which the business department serves the community.

We Believe That

1. The business teacher should actively participate insofar as possible in the business and professional organizations and activities of the community.

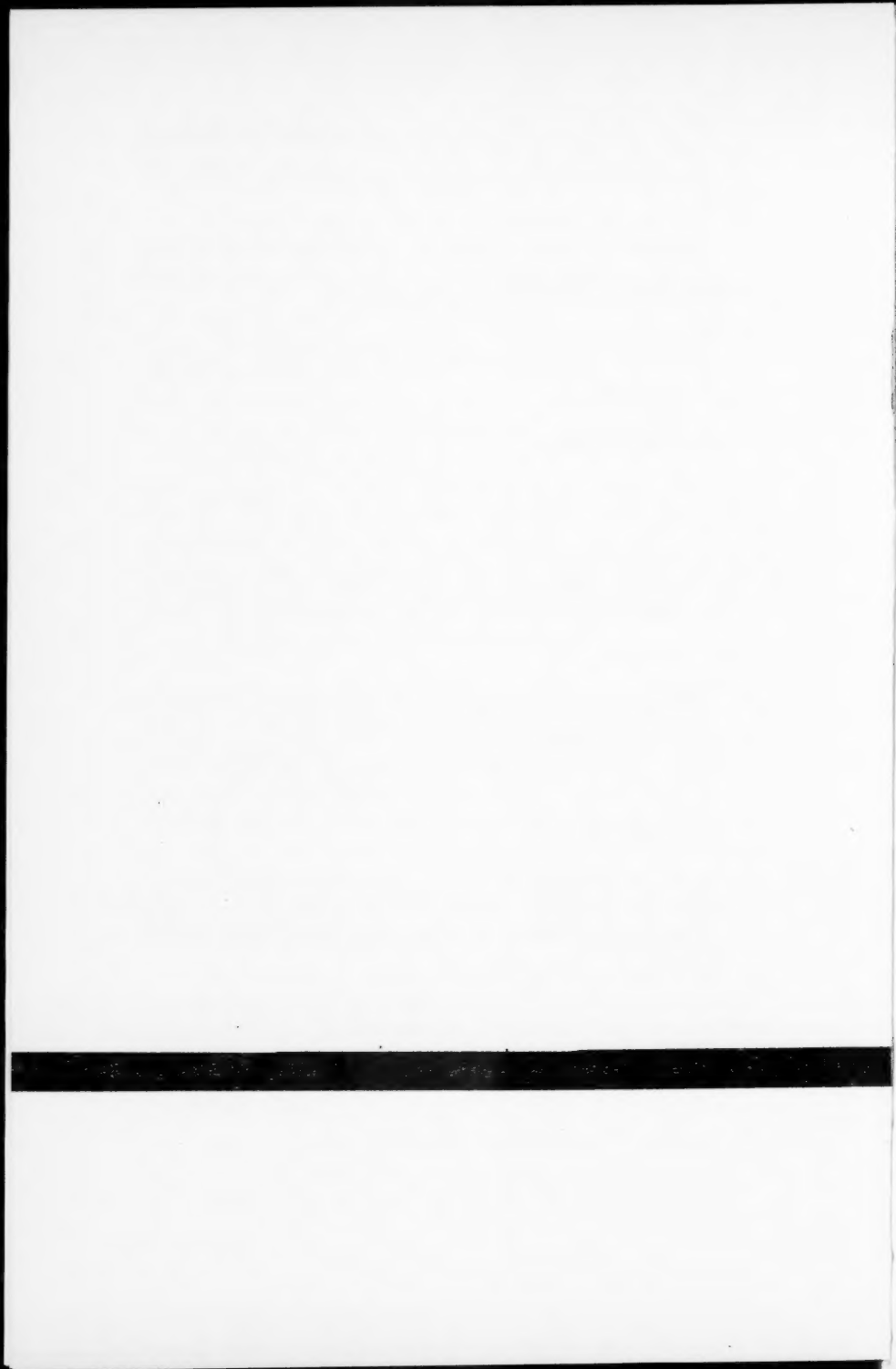
2. Every school should have an organization for business students such as the Future Business Leaders of America and Distributive Education Clubs of America.
3. Suitable publicity should be given the work of the business department, as well as the achievement of its business students and graduates.
4. A strong business education association with a comprehensive publications program is basic to good public relations.

VI. SUPERVISION

Good supervision invariably leads to a better quality product and more efficient methods of operation. Supervision in business education by a person who understands the technical and human problems involved is essential for developing good instructional techniques and securing effective coordination of effort in the instructional program.

We Believe That

1. Good supervision of the business education department is essential to the development of a sound curriculum, effective teaching methods, and proper standards. This means that there should be on the staff of each state department of education and each city school system one or more specialists trained in business education.
2. Business teachers in the high school should coordinate the program within the department and with other related areas in order to achieve their objectives.



United Services is a continuous department of the BUSINESS EDUCATION FORUM. Members are urged to share their teaching experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand two hundred words. Manuscripts should be mailed to the editor of the appropriate service or to the executive editor.

UNITED SERVICES

SHORTHAND

ZENOBIA T. LILES, Editor

State Department of Education, Atlanta, Georgia

PROVIDING FOR INDIVIDUAL DIFFERENCES IN SHORTHAND FROM THE BEGINNING

Contributed by **VIOLA S. FEDORCZYK**

Edwin O. Smith School, University of Connecticut
Storrs, Connecticut

Many teachers provide for individual differences in the shorthand class through the use of group techniques. While they dictate to one group at different speeds, they use a tape recorder or record player for another group.

Some schools have laboratories in which students receive individual dictation via earphones at a variety of speeds equal to and above their skill levels. Sometimes each student is allowed to select a particular rate of dictation; at other times, the teacher controls the rate of dictation for each student through the use of a monitored control panel. Even with this provision for individual differences, the percentage of failures is extremely high.

Problems in Teaching. The development of dictation tapes and records has enabled teachers to provide for differences in ability to take dictation. Teachers are aware, however, that these differences exist from the moment a group of learners appears in class. Since existing materials in beginning shorthand are geared toward a lesson-a-day presentation, an awareness of individual differences may cause a teacher to do one of two things. The teacher who wants his slower students to learn at the start may plan to spend several days on each lesson, realizing that the faster students are not being challenged. The teacher who presents a lesson a day challenges the fast learner and loses the slower student.

Problems in Learning. In schools using homogeneous grouping, teachers still find that there are shorthand students who learn rapidly and need little oral repetition, students who learn rapidly but are insecure, students who have difficulty with phonetic association, students who are poor spellers, and students with limited vocabularies.

Shorthand teachers are aware that (a) students must be thoroughly familiar with shorthand symbols in order to write shorthand rapidly; (b) students must not only be able to read the symbols, but they must also be able to construct them within differing word patterns; and (c) students must be able to spell and must have a good vocabulary in order to transcribe shorthand symbols into correct English longhand.

A New Approach. The rate of skill development differs with each individual. Becoming a stenographer is more than memorization of shorthand characters. A new method would recognize and provide for differences in ability at the beginning of shorthand.

The first week would be a week of formal and informal testing to determine the strengths and weaknesses of students. The formal testing would consist of aptitude tests, vocabulary tests, spelling tests, punctuation tests, and brief typewritten transcription tests. The informal testing would consist of teacher observation of eyes and lips of students as they read outlines from the chalkboard, from a controlled skill builder, and from familiar (homework) and unfamiliar (preview) textbook assignments.

The ensuing year of instruction should be designed to challenge every student in class to develop his potential to the fullest so that at the end of one year of instruction it would be possible to reduce the number of failures and to increase the number of good stenographers.

In this method, the most frequently used brief forms and shorthand symbols would be presented first. Several lessons containing a great deal of contextual material would be presented with each set of new outlines. Different types of learnings would be provided simultaneously by grouping students and making use of instrument instruction.

Assuming that Shorthand I students have had typewriting instruction and that typewriters are made available to the class, it would be possible to introduce typewritten transcription to the fast learners during the

(Please turn to page 38)

FABORN ETIER, Editor

University of Texas, Austin, Texas

WHY AND HOW TO IMPROVE INSTRUCTION IN TYPEWRITING

Contributed by **SISTER M. THERESE, O.S.F.**
Madonna High School, Aurora, Illinois

How do we do it? Whenever a person faces a task, small or great, he asks this question. But if he wishes to achieve perfection in that work, he must also ask himself why he should do it. In the teaching of typewriting the critical business teacher asks himself *how* he fulfills each objective and *why* he includes each procedure in his daily lesson plan.

The effective teacher knows *why* and *how* to teach typewriting. He stresses not only the mastery of techniques aimed at speed and accuracy, but also the development of alert, loyal, responsible—in a word, mature—persons for business.

Varying Stress on Typewriting Techniques. In our typewriting classes we stress techniques, warmups, previewing, speed, and accuracy. If a teacher wants students to develop high production speed plus accuracy, he must stress good operating techniques. From the start we do all we can to create a strong desire for proper techniques every day. High accuracy can come only through good techniques.

We vary our emphasis on techniques. One week we stress posture and keeping eyes continually on the copy; another week we work for proper stroking and quick, skillful carriage throw; a third week for relaxation and the operation of the service controls, which become an automatic technique. We develop the sense of concentration. The word concentration has been misunderstood in typewriting. It is not concentration for meaning; it is concentration for the copy. That is what we need for accuracy.

Demonstration as a Teaching Method. Demonstration teaching is essential for the acquisition of skill. It is an effective way to teach typewriting, but we have a tendency to give one demonstration. We must demonstrate everything at least twice, if not three or four times, for the class. Everything includes rhythmic patterns and efficient handling of the typewriter—insertion and removal of paper, tabulation, back spacing, marginal stop, and marginal release. Setting the pace for drill and illustrating new techniques, we thus show the class *what* has to be done and *how* it is done. Students develop a mental attitude of anticipation. There is nothing difficult about typewriting—it is easy; it is the real thing. Demonstration is truly a motivating device as well as an

instructional means. The teacher's example will be a great incentive to the students.

Warmup Drills and Preview. High skill is not achieved on the spur of the moment. The purpose of warmup drills is dexterity and accuracy or control. Warming up for control is just as important as warming up for speed. For example, in the expert's rhythm drill we start out slowly and then increase speed after the first or second line.

Preview as a supplement to the warmup drills contributes to both speed and accuracy simultaneously. To help students develop skill we have them typewrite a word or phrase first for *control*, then for speed. But we also preview the words from the timed writing. We write or letter the word on the chalkboard directing students to typewrite the word until we put the next word on the board. Some students will typewrite the word three times, others four, others five or six times. Later the teacher points to the words on the chalkboard and has the students write them on their typewriters.

Meaningful Repetition. Speed building and accuracy are the results of habits formed through repetition. If repetition is to pay, the students should be aware of their goals and objectives; they must know what they are working for. There must be some standard. If we want our students to acquire speed and accuracy in typewriting, they must master the theory of repetition. Repetitive practice develops speed. Students should be required to typewrite the same drill over three times and put into it each time a certain amount of desire to succeed and excel. That is where the teaching art comes in. In other words, we have to stimulate our students so that they will want to improve each successive time.

Repetitive practice is important in the development of typewriting skill, but repetition must have a purpose. The student must know what the objective of repetition actually is. We tell the students that we are going to give three one-minute timings; however, they will hand in only the longest one with the least errors. When a teacher gives only one timed writing in skill-building activity, it is nothing but a test, whereas it should be a skill-building device. Students should have an opportunity to work for accuracy and speed.

Standards for Students. The efficient business teacher establishes a business atmosphere and business standards in the classroom. Students respond to the business environment of an instructional program. The teacher who bases his standards on those of a business office will find that they exert considerable influence in stepping up the caliber of the work.

(Please turn to page 36)

R. NORVAL GARRETT, Editor

Southeastern Louisiana College, Hammond, Louisiana

SOME HOW'S AND WHY'S FOR THE TEACHING OF BOOKKEEPING

Contributed by **DUANE McCracken**

Mankato State College, Mankato, Minnesota

The current attack upon business subjects in the secondary school curriculum is no longer news. The fact that its forms are various and sometimes subtle is not so well known. In this context we may well recall the advice of a great statesman of World War I who, in the midst of the conflict, took time out to say, "We cannot too often ask 'Why are we fighting?'"

While the needs for good bookkeeping and accounting appear to be obvious and without need of justification, the evidence clearly shows that, in many school systems, these subjects are treated as inferior substitutes for the "academic" subjects.

Just to bolster our confidence, let us cite two illustrations from real life. In general outline these cases are true and verifiable.

Case I. John Grocer has a small neighborhood grocery store operated by himself with part-time help from his wife. He finds bookkeeping irksome and time consuming. His cash register consists of a cigar box and a wallet. He makes small change from the cigar box and larger change from his wallet. Inventory control consists of watching the shelves and ordering refills where gaps appear—after he has lost sales. His profit and loss statement is simplicity itself. He counts the cash in the cigar box and the wallet on January 1. He counts it again at the close of business on December 31. If the total at the end of the year is greater, he has made a profit. If it is less, he has sustained a loss.

Now, any ninth grader can think of many things which are wrong and inadequate about John Grocer's system—or lack of it. Yet, curriculum makers, as well as university and college entrance authorities, assume that preparation for something better can be picked up informally without help from the school. The fact that John Grocer and many others without good bookkeeping records go bankrupt in a short period of time is given far too little attention. A well-organized and well-taught bookkeeping course can be of vital importance in these situations.

Case II. Mr. Gotrocks is president of a large, nationally known, and highly respected company. To the world at large, everything is going well. Then, out of a clear sky, a horrible news story breaks. The Collector of Internal Revenue is taking action against Mr. Gotrocks and his company for income tax fraud. At the end of a sen-

sational court drama, Mr. Gotrocks is found guilty and given a stiff sentence in a federal prison.

When the smoke of battle has cleared away, the basic facts are simple. The president has been found guilty of maintaining two sets of bookkeeping and accounting records. One set, which is used for the company's guidance, has been kept correctly. Another set, which has been used for making income tax returns, is fraudulent. The records, as kept, show that the company has been making little or no profit. It may be argued that the head of the firm knew better all the time. However, a clear knowledge and a high ethical standard on the part of his accountants might have avoided this debacle. The disgrace and humiliation of the president must have been shared by the accountants even though they escaped legal liability.

It may be pointed out that under the federal securities legislation of 1933-34, errors or omissions in the accounting statements used in the registration statements may involve liability for the accountants who prepared them.

Illustrations such as these may be interspersed with laboratory work to make the course more interesting and vital. The "how's" of good bookkeeping and accounting are so numerous that only a few can be given at this point. However, it is important for the instructor to be resourceful and to try devices which seem to have promise.

Homogeneous Groupings. The wide variations in ability and aptitude for bookkeeping are well known. Just what to do about them is something else. Where staff and facilities permit, there is much to be said in favor of pretesting and sectioning on the basis of ability and aptitude for bookkeeping.

It should hardly be necessary to recount the advantages of such an arrangement. Summarized briefly, it avoids boredom for the students of higher ability and helps avoid discouragement for the students of lower ability. It is a special boon to the slower student who may get a good understanding of the material if he is given more time. Best of all, it permits a pace of learning and a scope of material which is interesting and challenging to the fast learner.

The Contract System. Scheduling, teaching staff, and classroom space often make it impractical to teach different sections which have been grouped according to ability. In these situations, an alternate plan is available. While this general idea is not new, it may be well to review the essential elements. It is based upon the proposition that a certain minimum of achievement is necessary to justify credit in the course. Those who fall short of that level do not pass. This level may be called the

(Please turn to page 38)

WILLIAM WINNETT, Editor

San Francisco State College, San Francisco, California

WORK SIMPLIFICATION APPLIED TO CLERICAL PRACTICE

Contributed by E. L. MARIETTA

Michigan State University, East Lansing, Michigan

Work simplification is commonly defined as the elimination of waste—waste of time, energy, space, materials, and equipment. In many clerical tasks, using common sense will improve and simplify the steps necessary to accomplish a given job.

Elimination of Waste. In office work, waste occurs when unnecessary work is performed or necessary work is performed inefficiently. Improvement in the performance of office tasks is generally accomplished by breaking these tasks into various steps or series of steps and attempting to eliminate, combine, change, or simplify each step.¹

Simplification Techniques. For an example of simplification techniques, we often teach the addressing of envelopes. Standards have been set which indicate that an "average" office typist can address (three lines of typewriting) 150 envelopes an hour.

First, can we eliminate this task? We could by using window envelopes! At times, this elimination cannot be achieved because (a) no window envelopes are available, or (b) preference for a typewritten address exists—because "window envelopes are often used for bills at the first of the month." Another way to eliminate addressing envelopes may be to include the item in the envelope with regular monthly statements or announcements sent out periodically. This improvement by eliminating is close to the technique of "combining"—that is, putting this task with another task. But, this combining of tasks is not always feasible—statements, for example, must go out at a specified time.

Can we change the whole task—address the envelopes by means of address plates or cards? This answer to the envelope addressing problem may be impossible when no equipment for addressing is available. When the equipment is available, the whole job of addressing is changed from a hand operation to a mechanical one—with the resultant saving in time, energy and (possibly) equipment use.

After exhausting the first three steps to improve this task: eliminating, combining, changing—and having little or no success in applying any of these—the envelopes still must be addressed! So, the typist is to typewrite the usual three-line address block on each envelope.

¹Terry, George R. *Office Management and Control*. Homewood, Ill.: Richard D. Irwin, Inc., 1958. p. 627.

Simplifying the Task. What can be done to simplify the addressing task? We can begin with the assumption that front-feeding of envelopes is the basic technique. Several important aspects of the task are worth considering before we actually begin the manual process.

Workspace

1. Is the desk large enough for the job and materials needed? Is the desk clear of items not needed for the task (paper clips, folders, other materials)?

2. Does the chair have an adjustable seat and back rest (adjusted differently for different workers)? The hands should work at a level slightly higher than the elbows, forearms should parallel the typewriter keyboard, and knuckles should be higher than wrists.

Materials

1. Is the supply of envelopes stacked (usually to the left of the machine) with the flaps *down* and *away* from the operator? The operator's left thumb should push the envelope away from his body when he grasps the envelope to be inserted in front of the typewriter cylinder. Flap of envelope is up when the operator's left fingers pull the envelope on the under side; then the envelope is inserted in front of the typewriter cylinder.

2. Copyholder (at the right of the machine) to hold mailing list—booklets, cards, paper strip, or the like.

3. Eraser (if needed) near to right-hand corner of keyboard for right-handed typist (near left corner of keyboard for left-handed typist).

4. Space behind typewriter to take care of stacked envelopes already addressed.

Things To Remember.

1. Repetitive tasks show the best results of application of work simplification techniques.

2. Marginal stop set so that the address is in the lower right one-quarter of the envelope makes for ease of locating the spot for the address.

3. Single-spaced, blocked address is quite satisfactory.

4. When the vertical axis of the envelope is not quite at right angles with the line of writing, usually this angle is not enough to require the operator to use the paper release and take additional time to straighten the envelope in the machine. Post office employees will accept the address without question because it is legible and in the right spot on the envelope.

5. Envelopes stack up on the paper table behind the cylinder or the typewriter (a dozen or so) in the order in which they were typewritten. It is helpful when the envelopes are kept in the same order as they are on the list (cards or paper strip)—this facilitates checking.

(Please turn to page 36)

AGNES LEBEDA, Editor

Iowa State Teachers College, Cedar Falls, Iowa

USING THE CASE METHOD IN BASIC BUSINESS SUBJECTS

Contributed by LANORA GEISSLER LEWIS

United States Office of Education, Washington, D. C.

Evidence of knowledge about business or economic theory is no guarantee that a student knows how to use that theory. More important than what is learned is the ability to apply it in real situations. The case method, through stress on point of view, takes the student out of the role of the passive absorber of information and gives him practical experience in making decisions based not simply upon application of theory or fact but upon its application to human situations.

The goal of teaching by the case method, then, is to give the student the sense of assurance that he can tackle any problem, either because he has had experience to justify handling it himself or because he knows in what direction to turn in situations where his experience is inadequate.

The Case Method. The ideal course for use of case-method techniques is consumer economics. In consumer economics the student develops skill in economic competence which will later contribute to his own personal adjustment and thereby to his efficiency as an employee and effectiveness as a citizen. In general, however, the suggestions given here may be applied to the case method *wherever it is used*.

If appropriate cases are not included in textbooks, the teacher may want to follow the practice of this contributor in developing a set of five or six basic case situations which are carried through a variety of different problems. By judicious planning, these cases can be designed to provide backgrounds for all the general problem areas involved in the course. Familiarity of students with a few basic background situations actually saves time and confusion, heightens interest, provides continuity among the various problem areas, and helps students recognize interrelationships between recommendations made at different times and with reference to different problems.

When group work is used with these basic cases, the students not only gain experience in cooperative problem solving and reporting and in dealing with common situations and a composite of facts, they also learn to respect differences of opinion. Each group in effect teaches the rest of the class the theories used in interpretation and solution of its problems and must be prepared to defend its assumptions and its recommendations or alter them as the result of class discussion. At the same

time, each group is responsible for the total course work. Regardless of the type of cases used, there are certain general principles which apply to effective instruction with the case method. Perhaps the most important is the maintenance of a class atmosphere in which the teacher's role is one of cooperative leadership in the learning activities of the students rather than that of an instructor who passes information and opinion on to the class. In the mutual search for ways—not the way—of solving described problems, both teacher and students must recognize that wise decisions are sometimes based on personal and social values as much as upon factual information or theory. They must recognize also that in every situation there is always a reasonable possibility that the best answer has not yet been found.

Curiously, some knowledge of theory will need to precede attempts to handle problem situations, and most teachers will prefer to use one or more general textbooks, supplemented by a variety of other available appropriate material. The real learning, however, comes from applying the theory to human situations—from analytical sifting of pros and cons, recognizing general aspects of methods for solving problems, locating necessary information wherever it may be found, and critically evaluating evidence and information to find out what is reliable and valuable in determining which course of action has the greatest possibility of success for the particular individuals in the particular situation under discussion.

In their work with a case, students may be called upon to criticize action already taken, or to plan a future course of action, or both. To avoid the danger of student concentration on pointing out what has gone badly, the instructor may need to make a conscious effort to direct the students' thinking into affirmative, constructive channels; to instill a feeling for the importance of positive action; to recognize the good and the bad of a given situation and find what appears to be the best way to move toward an acceptable solution, at the same time providing for alternatives.

From time to time, the instructor may need to press the students to think more deeply, to find additional information as a basis for decision, to master the facts of the case, to formulate issues, to separate important facts from unimportant ones, to reason logically, to proceed from premise to conclusion, and to weigh conclusions. In other words, the teacher will need to help the student distinguish between inadequate preparation (not understanding the reading materials or investigating the theory) on the one hand and superficial analysis (not making careful analysis of the case under study) on the other.

(Over, please)

Evaluating Student Competence. The teacher and students may want to plan together at the beginning of the course the relative weights to be given to evaluation of class discussion and written evidence of the quality of student work. Care should be taken, however, to make class periods a forum for working out joint analyses of case material rather than an occasion for assigning grades. At best, the teacher must depend on accumulated impressions if an appraisal is to be recorded for class discussion.

On the other hand, tests may be devised in such a way that the teacher is able to give a rather objective appraisal of the student's knowledge of theory and of his ability to apply theory to situations. Besides identifying areas of general weakness in class learning, the results of these tests, if there are enough of them, can be given considerable weight in arriving at an evaluation report.

The teacher who at first is uncomfortable away from the security of the traditional emphasis upon factual information or theory may find reassurance in this statement by Arthur Stone Dewing, who is credited with one of the earliest and clearest explanations of the general education theory underlying the use of the case method:

... all the teacher can hope to do is to develop, first, an appreciation of the almost infinite complexity of modern business problems, second, the hopelessness of reaching a definite and unequivocal solution, and third—like the Hegelian trichotomy—the solution of this dilemma by some carefully reasoned but, in the end, common sense line of action.¹

Whether the case method is used with high school or college students, the experience is likely to bring enthusiasm for the principles enunciated by Wallace B. Donham, under whose deanship at the Harvard Business School the case method became a practical reality; he states that, although this method does not literally bring the same kind of "knowledge of acquaintance" that the student would get from actual participation in tomorrow's problems,

... the similarity to living is close enough so that it actually makes the transition from formal education to life very much easier than the transition which the student must make if he has been studying theory *per se* rather than evolving theory from concrete situations.²

With the case method, theory learned for a special purpose takes on added significance. At the same time, value derives from the problem-solving or decision-making process itself. In applying static theory to dynamic lifelike cases, students gain practice which will later help them know how to make other decisions in a world so subject to change that yesterday's solution may not be appropriate for tomorrow's problem. ##

¹Dewing, Arthur Stone. "An Introduction to the Use of Cases." *The Case Method at the Harvard Business School*. (Edited by Malcolm P. McNair.) New York: McGraw-Hill Book Company, Inc., 1954. p. 4.

²Donham, Wallace B. "The Case Method in College Teaching of Social Science." *The Case Method at the Harvard Business School*. (Edited by Malcolm P. McNair.) New York: McGraw-Hill Book Company, Inc., 1954. p. 247.

Work Simplification in Clerical Practice

(Continued from page 34)

By using planned techniques, the typist can address envelopes efficiently—probably at the suggested "standard" rate of 150 an hour—without a "speed-up" requirement. This new rate is possible because waste motion and time have been eliminated and the job is performed more efficiently.

With careful planning, the teacher of clerical practice and the students can apply these same simplification ideas to other tasks learned in each clerical practice course. The challenge pays off in more work being completed with less time and less fatigue. ##

How To Improve Instruction in Typewriting

(Continued from page 32)

A speed requirement in typewriting is posted on the front board in our school as a daily reminder for the students to increase their speed five words a month or one word a week. Does that seem too difficult? It is not; not after constant drilling, encouraging, and practicing.

Why and How To Motivate. We must be enthusiastic about typewriting; we must motivate, stimulate our typewriting students; we must teach typewriting as something new, real, alive—not just more typewriting. This implies a student-teacher relationship that is inspirational and encouraging in the mastery of typewriting. Student confidence and teacher enthusiasm are "musts" for success in business education classes.

Students with confidence in their ability will be challenged with meaningful assignments in such a way that they are stimulated to do their best work. These assignments will call forth their ability to think, to plan, to make decisions. If they set up their own material, plan an itinerary, and set up statistical tables that mean something, they will learn to think through their skills.

Teachers of typewriting certainly wish to develop skill, to stimulate intelligent work, and to encourage the development of the pleasing externals that we associate with refinement. But we wish always to develop these traits within the milieu of student work. That is why, as business teachers, we must *challenge* our students with meaningful assignments. Our typewriting students, also, must know *why* and *how* before they can become responsible workers in any project.

If we create and maintain a business atmosphere in the typewriting classroom, the work turned out will come up to standards of efficiency, accuracy, and neatness of a well-organized business firm. The techniques and materials at our disposal are numerous. They are effective only if assiduously applied in a classroom that radiates vitality. Only the teacher who knows *why* good typewriting is important, only the teacher who knows *how* to bring his students to high achievements, can transmit this vitality. He will send forth students who know *why* and *how* to typewrite well. ##

ALVIN C. BECKETT, Editor
San Jose State College, San Jose, California

SELECTION AND PLACEMENT OF THE DISTRIBUTIVE EDUCATION STUDENT

Contributed by ROBERT AL SMITH
Concordia High School, Concordia, Kansas

The key to a successful distributive education class lies in the careful selection and proper placement of each student. What is careful selection and proper placement? It is selecting the student with the proper qualifications, the necessary ambition, and real determination. Next, this student must be placed in a training station that will help his ambition to grow into a reality.

Increasing enrollments and limited facilities have made it more difficult for the coordinator to test and interview the incoming distributive education students. However, the contributor used the following plan successfully for the past three years.

Selection. There are many ways of contacting prospective students for distributive education classes. Probably the best way is through a personal interview. Here, the interests are aroused and an appointment is scheduled for the student to stop in and discuss the possibility more fully. The next best method is through business courses such as general business, salesmanship, consumer economic problems, typewriting, and bookkeeping. Another good method is communication between present distributive education students and their friends. This works only if students are enthusiastic—much enthusiasm can be generated by the coordinator. An assembly program might be presented for the entire student body. A speaker, such as the state supervisor, or a film might be used to present some aspects of the distributive occupations. The guidance director can be a tremendous help also in selecting students who would benefit from distributive education. The best method is to *advertise* the program!

After the student decides to take distributive education, it becomes the coordinator's job to learn as much as possible about the student. During the interview, an appointment should be made to meet his family and to see the home. This helps the coordinator to understand the environment surrounding the student. It also provides an opportunity to explain the program to the parents. While visiting the home, an application and a personal-interest sheet should be left for the student to complete. The application blank and personal-interest sheet should request sufficient information so that the coordinator will have no difficulty in understanding his student. This is also a good time to have the training agreement read and signed by the parents.

The next step is to get a complete copy of the student's previous school record (subjects taken, grades achieved, credits, absences, and the like). This information should be kept in a personal file maintained for each student enrolled in the distributive education program. If an aptitude test has not been taken, one should be administered to the student. This is to help determine the field in which the student rates highest.

When all of the information about the student has been collected, a chart should be constructed to check work history, education, leisure activities, personal traits, family occupational background, stated interests, and aptitude. When all of these areas are checked, it is fairly easy to see in what fields of distribution the student is best fitted. When the chart is complete, each student is called in for consultation. After a field of distribution is selected, the training station search begins.

Placement. Finding an approved training station is not difficult if the distributive education program has had previous success. If it is the first year for distributive education in a community, then the job depends upon the sales ability of the coordinator. Coordinators should give careful consideration to the selection of stations in order to:

1. Meet the actual needs and interests of the students
2. Obtain reputable facilities
3. Insure the intelligent direction of students on the job
4. Avoid the exploitation of students
5. Afford a comprehensive program for students.

Armed with the personal file and a good understanding of the student's background, the coordinator should then set out to locate a suitable training station. First, a telephone call should be made to an employer for an appointment to discuss employment. During the appointed hour, the employer and coordinator should discuss the student, and review his personal file. If the employer is interested, an interview date should be arranged for the student. Following the interview, the employer and coordinator should discuss the student's employability. If the student is to be employed, the coordinator should obtain a job description and have the training agreement signed.

It requires much time to match the right student with the right employer. However, if the coordinator starts at least two weeks before school opens and keeps at it, all students should be placed by the third week of school. By following these suggestions for selection and placement, the school will be rewarded by having a successful distributive education program with little or no friction between students and their employers.

##

Some How's for the Teaching of Bookkeeping

(Continued from page 33)

C contract. A minimum number of problems and exercises is required. The student who does not wish to go beyond this minimum signs up for the *C* contract.

For those who have the ability and the desire to go beyond the bare minimum, contracts designated as *B* and *A* may be formulated. In general, they require problems and exercises in addition to those required for the *C* contract. Just what additional problems and how many shall be required for each contract must be left largely to the discretion of the teacher.

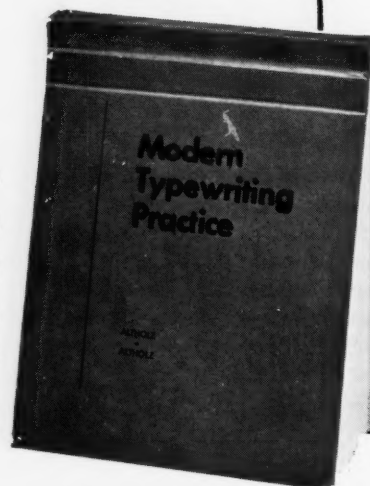
One variation or refinement of the contract system is intriguing. In order to distinguish between qualities of

performance within a contract group, this variation sets up only two major contracts: the *A* contract and the *C* contract. High-quality performance carries a grade of *A* in the first group while lower quality but satisfactory performance carries a grade of *B*. Similarly, high-quality performance in the *C* contract group calls for a grade of *C*, while lower-quality but satisfactory performance carries a grade of *D*.

Income Tax Returns. The most telling criticism of modern bookkeeping instruction which has come to the writer's attention can be stated very simply, "It offers no real challenge to the student with higher ability." While a number of projects have been used to supply this lack, the one cited here seems to give unusual promise. One excellent teacher of bookkeeping made instruction on income tax returns and income tax accounting an integral part of the course. While a detailed description of this device would take us too far afield, it should be apparent that such a project would bring the whole subject to life and provide a real motivating force for the better students. Since the higher-ability students are the ones who are the best prospects for careers in accounting, a project which appeals to them has unusual significance.

In conclusion, it should be made clear that the preceding suggestions are not intended to be substitutes for good teaching in general. Clear explanations, accurate, thorough, and frequent testing will still be necessary. Insistence upon neatness and accuracy of problem work is not superseded. Last but not least, the contagious enthusiasm of a teacher who knows and loves his subject and the students taking it will continue to be the greatest motivating force. ##

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Providing for Individual Differences in Shorthand

(Continued from page 31)

second week of instruction. The average group might include students who know shorthand but are somewhat insecure. By using a controlled skill builder for reading practice, they might gain needed security. In order to help the slow learners, it would be necessary to give them English fundamentals, as well as reading practice and assistance in construction of shorthand symbols.

The proposed method necessitates the development of textual materials allowing for the presentation described. Several lessons providing a great deal of material dealing with a particular set of outlines should be included. More emphasis should be given to spelling and vocabulary development. Audio materials should be prepared to provide students with dictation practice in addition to that given by the teacher. Visual instrument instructional materials should be prepared to provide students with paced reading and transcription practice.

Initiation of research with careful experimentation may help to make provision for individual differences possible at the beginning of shorthand instruction. ##



ubea

NATIONAL, REGIONAL, AND AFFILIATED ASSOCIATIONS

The announcements of meetings, presentation of officers, and news of special projects of the United Business Education Association, UBEA Divisions, unified regional associations, and the affiliated state and local associations are presented in this section of BUSINESS EDUCATION FORUM. UBEA is a Department of the National Education Association. The UBEA unified regional associations are autonomous groups operating within the framework of the national organization; each unified association is represented by its president at meetings of the UBEA Executive Board. Affiliated state and local associations cooperate with UBEA in promoting better business education; each affiliated association has proportional representation in the UBEA Representative Assembly.

UBEA REGIONAL ASSOCIATIONS

Central Region of UBEA
Eastern Region of UBEA
Mountain-Plains Business Education Association
Southern Business Education Association
Western Business Education Association

UBEA AFFILIATED ASSOCIATIONS

Alabama Business Education Association
Arizona Business Educators Association
Arkansas Education Association, Business Education Section
California Business Education Association
Chicago Area Business Educators Association
Colorado Business Education Association
Connecticut Business Educators' Association
Delaware Commercial Teachers Association
Florida Business Education Association
Georgia Business Education Association
Greater Houston Business Education Association
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Illinois Business Education Association
Indiana State Teachers Association, Business Education Sections
Iowa Business Education Association
Kansas Business Teachers Association
Kentucky Business Education Association
Louisiana Business Education Association
Maryland Business Education Association
Michigan Business Education Association
Minnesota Business Education Association
Mississippi Business Education Association
Missouri State Teachers Association, Business Education Section
Montana Business Teachers Association
Nebraska Business Education Association
Nevada (Northern, Southern) Business Education Association
New Hampshire Business Educators Association
New Jersey Business Education Association
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North Dakota Business Education Association
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Oklahoma Business Education Association
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South Carolina Business Education Association
South Dakota Business Education Association
Tennessee Business Education Association
Texas Business Education Association
Tri-State Business Education Association
Utah Business Teachers Association
Virginia Business Education Association
Washington (Eastern, Central, and Western) Business Education Association
West Texas Business Teachers Association
West Virginia Business Education Association
Wisconsin Business Education Association
Wyoming Business Education Association

Meet the UBEA Officers-Elect

The new officers for the United Business Education Association, each a leader and a master teacher, bring to their positions a wealth of experience in the activities of the Association. Their terms of office begin on June 1.

Parker Liles, chairman of the Department of Business Education, Georgia State College of Business Administration, Atlanta, is the UBEA president designate. Dr. Liles was president of the Ad-

ministrators Division of UBEA from 1955-59, treasurer of UBEA in 1950, member of the Executive Board in 1945-51, and is currently vice-president of the Association. He is also a director of one of the four official scoring centers for the National Business Entrance Testing Program sponsored by UBEA. Dr. Liles is a past-president of the Southern Business Education Association, a Region of UBEA.

Vernon V. Payne, chairman of the Department of Business Education and Secretarial Science, North Texas State College, Denton, is the newly elected vice-president of UBEA. He is a past-president of the Mountain-Plains Business Education Association and has been a member of the UBEA Executive Board since 1954. Dr. Payne was a member of the executive committee of the National Association for Business Teacher Education in 1957-59, and has been a member of the Board of Trustees of the Future Business Leaders of America since 1956. He is currently the treasurer of UBEA.

Edith T. Smith, the 1961-62 treasurer of UBEA, is an associate professor at Lewis and Clark College in Portland, Oregon. Mrs. Smith, an enthusiastic member of several professional associations, is the current president of the Western Business Education Association, a Region of UBEA.



PARKER LILES



VERNON V. PAYNE



EDITH T. SMITH

NEA Convention Highlights

Four general assemblies, an afternoon session for business teachers, and numerous other group meetings will be featured at the 1961 NEA convention in Atlantic City, New Jersey. The first general assembly will be held on June 25 and the final one will close the convention on June 30. "A Charge To Keep" is the theme for this year's convention which is expected to attract more than 10,000 members.

UBEA's session will include a panel composed of business teachers who have been presidents of state associations. "Working Together in State-Level Associations for Better Business Education" is the topic for discussion by members of the panel. A portion of the meeting will be devoted to an open forum on "Current Problems in Business Education."

Classroom Teacher Night, always a convention highlight on Tuesday, will feature "An Evening on Broadway" with well-known stage personalities appearing on the program. The Department of Classroom Teachers plans an open house following the 4 o'clock Vesper Service on Sunday, June 25.

A brief schedule of sessions follows.

General Assemblies: Sunday, Monday, Wednesday, and Friday evenings at the Convention Hall

Business Sessions: Each morning, Tuesday through Friday, and Friday afternoon at the Convention Hall

Committee and Commission Meetings: Open hearing on Tuesday afternoon.

UBEA Meetings: All business teachers are invited to the 2 o'clock meeting on Wednesday afternoon, Ambassador Hotel, Room 125. The Governing Board for the Eastern Region of UBEA will meet at 9 o'clock on Wednesday morning.

Sectional Groups: Thursday afternoon will be devoted to meetings on current developments in education

Friendship Night and Reception for the NEA President: Thursday evening at the Hotel Dennis

Exhibits: Sunday noon through Friday afternoon at the Convention Hall.

An application for room accommodations for the convention is on page 6 in the February issue of the NEA JOURNAL. Business teachers who plan to attend the session on Wednesday afternoon are urged to Clip 'n Mail the coupon on the wrapper of this issue of the FORUM.



LET'S GO UNITED . . . UBEA 10,000 CLUB

A membership of 10,000 is the immediate goal of the UBEA 10,000 Club. This Club is composed of persons who believe in the important role of UBEA in business education throughout the country and demonstrate this belief by promoting membership among their colleagues in business education. The requirements for membership in the UBEA 10,000 Club are the submission of three or more UBEA memberships, new or renewal, one of which may be your own. The persons listed below have made a good beginning in their active support of the Association by inviting their colleagues to participate in formulating and realizing a program of action not only for business education but for the total program of education. Numbers in parenthesis indicate the number of memberships submitted since June 1, 1960.

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Lewis Toll (23)
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H. C. Enterline (8)
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Arthur Patrick (12)
Vernon Stone (5)

MASSACHUSETTS

Lester Sluder (3)

NEW JERSEY

Walter Brower (15)
Louis Nanassy (90)
May S. Paine (4)

NEW YORK

Nancy Fleming (7)
Donald Mulkerne (81)
Mary Ellen Oliverio (9)

PENNSYLVANIA

Marion Coleman (14)
Jerre E. Gratz (13)
Lawrence Imboden (3)
Thomas Martin (89)
Dorothy Veon (51)
Jack Wanich (5)

PUERTO RICO

Alice Gonzalez (6)
Rosa de Villarronga (5)

RHODE ISLAND

Lucy Medeiros (6)

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ALASKA

Agatha Prator (5)

ARIZONA

R. A. Kidwell (13)
Harley King (31)
Kenton Ross (3)

CALIFORNIA

Stanley Baird (6)
Alvin Beckett (5)
Richard Dale (6)
Joseph DeBrum (45)
Lawrence Erickson (14)
Charles Greenly (3)
Jessie Gustafson (7)
W. C. Hirstreet (3)
Gerald Maxwell (13)
Mary Onorata (9)
Mary Patterson (4)
Richard Perry (6)
Robert Place (7)
Leonard Sternberg (14)
Edwin Swanson (12)
Jack Theige (12)
James Thompson (18)
Jack Yuen (57)

IDAHO

Laura Bombino (7)
Robert Kessel (6)
Robert Rose (24)
Inez Wilcomb (7)

MONTANA

John O. Jones (4)

OREGON

Helena Edwards (51)
Catherine Jones (13)
Theodore Yerian (58)

UTAH

Mary Brown (25)
Rosamond Demman (7)
Iris Irons (4)
Dean A. Peterson (6)

WASHINGTON

Robert Bender (14)
Frances Brown (3)
Alberta Frerichs (25)
Eugene Kosy (4)
Harold Palmer (13)
Irene Uber (4)

SOUTHERN REGION

ALABAMA

Wilson Ashby (13)
Lucille Branscomb (3)
Evelyn Cullledge (14)
J. Curtis Hall (31)
Marie A. Oesterling (8)

ARKANSAS

Mildred Brading (5)
Ruby Carter (9)
Ruby Croom (11)
J. Alvin Dickinson (26)
Katherine Green (25)
Erma Tucker (8)

FLORIDA

Howard Abel (3)
Frances Bartoszek (12)
Florence Beever (9)
Kathryn Blanchard (3)
Ellen Butler (4)
Frank Dame (16)
James Davis (10)
Inez Frink (3)
John Moorman (3)
Yvonne Terrien (5)

GEORGIA

Milton Chambers (12)
Parker Liles (3)
Zenobia Liles (14)
Kenneth Roach (20)
John Sheppard, Jr. (7)
S. L. Toumey (19)

KENTUCKY

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Alice Cox (14)
Dorothy Hazel (9)
Hazel Lincoln (4)
Mary Ann Martin (19)
Margaret Moberly (29)
Vernon Musselman (68)
Ethel Plock (9)
Eugene Smith (12)

LOUISIANA

Hulda Erath (5)

MARIE LOUISE

Hebert (61)
Elsie Ware (4)

MISSISSIPPI

Mabel Baldwin (4)
Frank Herndon (40)
Frances Reck (11)
Martin Stegenga (13)
James Wykle (55)

NORTH CAROLINA

Mathilde Hardaway (13)
Mary Suggs (35)
William P. Warren (5)

SOUTH CAROLINA

Harry Graham (32)
Sunnies Hudson (69)
Mary Frances Lide (3)

TENNESSEE

Leah Grubbs (6)
Mrs. Ray Kinslow (20)
Eugenia Moseley (14)
George Wagoner (14)
Theodore Woodward (20)

VIRGINIA

Sara Anderson (5)
Thelma Chambers (7)
Marguerite Crumley (23)

Z. S. Dickerson (9)
M. L. Landrum (32)
Lucy Jane Lowman (5)
John W. Overbey (3)
Jeffrey Stewart (44)
Kenneth Zimmer (6)

WEST VIRGINIA

Alberta Anderson (6)
Nora Coad (5)
Ruth Jamason (4)
Juanita Parker (6)

Representative Assembly for Western Region

The UBEA Representative Assembly for the Western Region was held at the Ridpath Hotel in Spokane, Washington, on April 8. The Assembly was preceded by a breakfast presided over by Mary Alice Wittenberg, senior representative for the Western Region on the UBEA Executive Board.

Each affiliated association in the region had the privilege of being represented by one delegate for each 50 UBEA members or fraction thereof. All members of UBEA had the opportunity to attend the sessions as observers. At the Assembly in Spokane, progress reports were given by the following members of the UBEA Executive Board: Miss Wittenberg, Los Angeles, California; Clisby Edlefsen, Boise, Idaho; Ralph Asmus, Phoenix, Arizona; Edith T. Smith, Portland, Oregon; and Donald Tate, Tempe, Arizona. Regional membership chairman, Jack Yuen, San Francisco, California, led a discussion on membership recruitment, and Hamden L. Forkner, New York, New York, urged the group to implement the work of the Policies Commission for Business and Economic Education.

Highlights of the affiliated state associations were given by Lohnie J. Boggs, Tempe, Arizona; Lura Lynn Straub, San Diego, California; Ellen J. Cox, Wendell, Idaho; Darlene Smith, Missoula, Montana; Edward M. Vietti, Reno, Nevada; Stewart Hopper, Eagle Point, Oregon; A. W. Stephenson, Cedar City, Utah; Robert Smick, Spokane, Washington; Mary Irene Uber, Ellensburg, Washington; and Frances Brown, Seattle, Washington.

The session closed with full participation in an open forum, "For the Good of the Associations."

Scholarship Presented

The 1961 Prentice-Hall Business Education Scholarship award winner was announced at the UBEA-NABTE Fellowship Luncheon in Chicago on February 24. The award, presented annually to a student in a NABTE-member college, was accepted for Cheryl Thraen of Arizona State University, Tempe, by Donald J. Tate, chairman of the Department of Business Education and Office Administration at the University.

Lewis R. Toll of Illinois State Normal University, Normal, will serve as chairman of the Prentice-Hall Business Education Scholarship Administrative Com-

WBEA . . . Lura Lynn Straub (center), San Diego State College, is the new president of the Western Business Education Association. Other 1961-62 officers of the association are Robert Kessel, University of Idaho, Moscow, secretary; Frances Brown, University of Washington, Seattle, vice-president; Darlene Smith, Missoula County High School, Missoula, Montana, historian; and Roger Nelson, University of Utah, Salt Lake City, treasurer.



mittee during the coming year. He will be assisted by committee members Parker Liles, Georgia State College of Business Administration, Atlanta; John Binnion, University of Denver; Milton C. Olson, State University, College of Education at Albany, New York; Theodore Yerian, Oregon State College, Corvallis; and Maxie Lee Work, University of Mississippi, University, secretary.

Application forms for the 1962 scholarship will be available in September to chairmen of departments of business education in colleges and universities with membership in the National Association for Business Teacher Education. The forms may be obtained by writing to Leonard J. Porter, Business Education Editor, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

Founders Day To Be Observed

Plans have been made for members of the United Business Education Association attending summer sessions in colleges and universities across the nation to observe UBEA Founders Day on July 12. It was on this date in 1892 that the Business Educator's Association of America became the Department of Business Education of the National Education Association. The United Business Education Association is the result of an amalgamation in 1946 of this NEA department and the National Council for Business Education which was organized in 1933.

Copies of the script dramatizing "A Cavalcade of Growth in Business Education" are available to department heads in the schools that participate in the observance. The week of July 16-22 has been designated UBEA Week. A concentrated effort will be made during this time to inform teachers about the professional services of the Association.

Founders Day is set aside each year as a salute to those forward-looking leaders in business education who organized

UBEA, as well as to persons who have continued to support the UBEA program of services through the years.

WESTERN REGION

WBEA

More than 300 business teachers in the West had two days filled with professional sessions when they gathered in Spokane, Washington, on April 6, for the three-day annual convention of the Western Business Education Association. Edith T. Smith of Lewis and Clark College, Portland, Oregon, president of the association, and the planning committee selected "Business Education's Role in a Changing America" as the theme for the keynote addresses and discussion groups. This year's convention was combined with the spring meeting of the Eastern Washington Business Education Association.

In addition to the keynote speaker, L. G. Rhodes, Weyerhaeuser Company, Tacoma, Washington, major addresses were given at the convention by Hamden L. Forkner, L. M. Collins, Alan Lloyd, and Fred Kelsey, all of New York, New York; S. J. Wanous of Los Angeles, California; and Russell J. Hosler of Madison, Wisconsin.

The Honorable Neal R. Fosseen, Mayor of the City of Spokane, was present to greet the teachers at the opening session. The film, "Operation Abolition," was shown following Friday's luncheon sponsored by the Eastern Washington Business Education Association. Robert Smick, John Rogers High School, Spokane, president of the association, presided at the luncheon.

At the business session of WBEA, Lura Lynn Straub of San Diego State College, San Diego, California, was elected to succeed Mrs. Smith as president of the association. Miss Straub and the other new officers will begin their duties on June 1.



CALIFORNIA . . . The 1961-62 officers of the California Business Education Association are Al Giordano, Monterey Peninsula College, historian; Robert Place, Chico State College, secretary; Lura Lynn Straub, San Diego State College, immediate past-president; John Linn, San Francisco State College, president; Gervase Eckenrod, Fresno City College, vice president; and Eddie Pittman, Sunnyvale High School, treasurer.

Oregon

Members of the Oregon Business Education Association met in Portland on March 18. New officers elected are Grace H. Palmer, Beaverton High School, Beaverton, president; Gertrude Ditto, Centennial High School, Gresham, vice-president; Louana B. Lamb, North Eugene High School, Eugene, secretary; and Helena Edwards, Elgin High School, treasurer.

The speakers featured at the meeting include S. J. Wanous, University of California at Los Angeles; Carl Salser, Allied Publishing Company, Inc., Portland; and Sioma Kagan, University of Oregon, Eugene.

Activities of the association for the year include a survey on typewriting practices in the secondary schools of Oregon; revision of the Handbook for Council members; revision of the association's constitution and by-laws; appointment of a historian; publishing and distribution of a *President's Newsletter* and the *OBEA Bulletin*; sponsorship of district meetings; representation at meetings of the Oregon Association for Supervision and Curriculum Development and the Oregon Education Association Research Conference, Leadership Conference, and Conference for Department Heads; and assisting FBLA activities by providing funds for a scholarship and transportation for the adviser to the national convention in Chicago, and by inviting the FBLA state chapter president to speak at the OBEA's convention.

(Oregon has 228 UBEA members—95 percent of 1960-61 goal.)

SOUTHERN REGION

Tennessee

The annual meeting of the Tennessee Business Education Association was held in Memphis on March 17. The guest speaker was Howard Newhouse, McGraw-Hill Book Company, New York, New York. Mrs. Ray Kinslow, Tennessee Polytechnic Institute, Cookeville, presided.

New officers of the association are Theodore Woodward, George Peabody College for Teachers, Nashville, president; Jerry Rust, Austin Peay State College, Clarksville, first vice-president; Rienzi Jennings, Memphis State University, second vice-president; and Patty Landon, David Lipscomb College, Nashville, secretary-treasurer.

(Tennessee has 157 UBEA members—73 percent of 1960-61 goal.)

South Carolina

Virginia Atkinson, Parker High School, Greenville, was elected president of the South Carolina Business Education Association at the regular meeting of the association on March 17. Other officers elected at the meeting are Evelyn Harvey, University of South Carolina, Columbia, vice-president; and Sunnie M. Hudson, University of South Carolina, Columbia, secretary-treasurer.

Roy W. Poe, McGraw-Hill Book Company, Inc., spoke to the group following a luncheon at the Russell House. Elizabeth B. Scruggs, Kingstree High School, Kingstree, retiring president, presided at

the business meeting which followed Mr. Poe's talk on "Human Relations in Business." The fall meeting of the association will be at Winthrop College, Rock Hill, October 28.

(South Carolina has 136 UBEA members—136 percent of 1960-61 goal.)

Mississippi

Members of the Mississippi Business Education Association elected 1961-62 officers at the spring meeting of the association in Jackson on March 17. Beatrice Hamill, Philadelphia High School, Philadelphia, is the new president. Other new officers are Mary Denson, Central High School, Jackson, vice-president; Elaine Graves, Perkinson Junior College, Perkinson, secretary; and Jane Sullivan, Mississippi College, Clinton, treasurer.

William R. Pasewark, Texas Technological College, Lubbock; and Robert J. Ruegg, Educational Developmental Laboratories, Huntington, New York, spoke to the group. Dr. Pasewark gave two addresses: "Enrichment of Classroom Teaching" and "Profits in the Office." Mr. Ruegg demonstrated some of the new methods developed for increasing efficiency in building skill in business subjects. (Mississippi has 191 UBEA members—100.5 percent of 1960-61 goal.)

Alabama

At the spring luncheon meeting of the Alabama Business Education Association, the following officers were elected: Wilson Ashby, University of Alabama, University, president; Robert Hyett, Oxford High School, Oxford, vice-president; and Bernice Foster, Banks High School, Birmingham, secretary-treasurer. Henry King Stanford, president, Birmingham-Southern College, was the guest speaker. His topic was "Talking Turkey to the Turks About Business Education." M. L. Roberts, Jr., is the retiring president. (Alabama has 127 UBEA members—94 percent of 1960-61 goal.)

North Carolina

Members of the Department of Business Education of the North Carolina Education Association elected new officers at the convention in Asheville on March 24. The new president is Guyla Clark, Ayden High School, Ayden. Other officers elected are Jean McArver, Frank L. Ashley High School, Gastonia, vice-president; and Barbara Sutton McLawhorn, Chicod School, Greenville, secretary-treasurer. (North Carolina has 160 UBEA members—80 percent of 1960-61 goal.)

More Affiliated Association News on Page 44

FBLA forum

For Sponsors and Advisors
of FBLA Chapters

FBLA at the State Level

One of the most impressive events at the 1961 convention of the Future Business Leaders of America will be the installation service giving official status to state chapters of FBLA in Idaho and New Jersey. Twenty-six states and Puerto Rico are already operating within the framework of the FBLA National Organization and have well-organized plans for implementing the activities of local chapters.

The state chapter is composed of the local chapters—a minimum of ten chapters is one of the requirements for operating as a state unit. Delegates representing the local chapters meet at least once a year to transact the business of the state chapter, to review the work of the organization, and to conduct the state convention. Each state chapter sends two delegates to the annual convention of the FBLA National Organization. The officers of the state chapter consist of a president, vice-president(s), secretary, treasurer, reporter, adviser(s), and the Chairman of the FBLA State Committee. These officers constitute the State Executive Committee.

Sponsorship of the state chapter is vested in a state college or university or in a state department of education. The adult administrators are known as the FBLA State Committee. Members of the FBLA State Committee assist the members of the FBLA State Executive Committee in directing the activities of the state chapter. The FBLA State Committee is composed of (a) a chairman selected by the sponsoring organization, the United Business Education Association; (b) one or two advisers—the number depending on the size of the state chapter; (c) UBEA's state chairman (ex officio); (d) sponsors of the chapters from which the state officers are elected; (e) sponsor of the host chapter for the state convention; and (f) one additional sponsor or businessman selected by the FBLA State Executive Committee.

The following persons are the current chairmen of FBLA chapters: ALABAMA, Lucille Branscomb, Jacksonville State College, Jacksonville; ARKANSAS, Fred Baseo, Arkansas State Teachers College, Conway; CALIFORNIA, Forrest Mayer, State College for Alameda County, Hayward; FLORIDA, Howard Abel, Florida State University, Tallahassee; GEORGIA, Dalton Drennan, Zenobia Liles, and Fay Pilkenton, State Department of Education, Atlanta; ILLINOIS, Robert T. Stickler, Proviso East High School, Maywood; INDIANA, Robert P. Bell, Ball State Teachers College, Muncie; IOWA, Lloyd V. Douglas (chairman) and Kenneth L. Hansen (adviser), Iowa State Teachers College, Cedar Falls; KANSAS, Richard F. Reichert (chairman), Kansas State Teachers College, Emporia, and Richard D. Brown (adviser), Lebo High School, Lebo; KENTUCKY, Eugene Smith (chairman), Murray State College, Murray, and Ethel Plock (adviser), Ahrens Trade School, Louisville; LOUISIANA, Richard D. Clanton, State Department of Education, Baton Rouge; MARYLAND, Arthur S. Patrick (chairman) and James G. Brown (adviser), Universi-

ty of Maryland, College Park; MISSISSIPPI, Armon J. Lawrence, University of Mississippi, University; MISSOURI, Ivan D. Calton, Southwest Missouri State College, Springfield; NEW MEXICO, Derrell W. Bulls, Eastern New Mexico University, Portales; NORTH CAROLINA, James White, East Carolina College, Greenville; OKLAHOMA, Gerald Porter (chairman), The University of Oklahoma, Norman, and Elsie Null (adviser), Oklahoma College for Women, Chickasha; OHIO, Eleanor Gallagher, Fairmont High School, Dayton; OREGON, Theodore Yerian (chairman), Oregon State College, Corvallis, and Doris M. Thomas (adviser), Bend High School, Bend; PENNSYLVANIA, Elizabeth Hutchinson, Collingdale High School, Collingdale; PUERTO RICO, Maria Isabel Maldonado, Commonwealth Department of Education, Hato Rey; SOUTH CAROLINA, Maria Culp, Winthrop College, Rock Hill; TENNESSEE, George A. Wagoner (chairman) and Donald Reese (adviser), University of Tennessee, Knoxville; TEXAS, Vernon V. Payne (chairman) and Roland Johnson (adviser), North Texas State College, Denton; VIRGINIA, Marguerite Crumley (chairman), State Board of Education, Richmond, and Ella Mundon (adviser, Old Dominion Chapter), Virginia State College, Petersburg; WEST VIRGINIA, Alberta Anderson, West Virginia Institute of Technology, Montgomery; and WISCONSIN, Lorraine Missling (chairman), Nicolet High School, Milwaukee, and Ray L. Ruppel (adviser), Waukesha.

Some of the services provided by the state chapter are:

1. Issues a state bulletin to local chapter officers or to the entire membership.
2. Under the guidance of the FBLA State Committee cooperates with a college or university or other groups as appropriate in planning and holding the annual convention
3. Performs liaison functions on the state level with other youth organizations and with adult organizations
4. Renders advice and assistance to schools wishing to organize FBLA chapters
5. Gives assistance in the installation of new chapters
6. Arranges for exchange of ideas for the successful operation of FBLA chapters through state conferences and district meetings.

Briefly, the requirements for forming a state chapter are: (a) request the FBLA National Board of Trustees to name the FBLA State Committee; (b) have a minimum of ten local chapters in good standing with demonstrated programs of continuing operation; and (c) hold a state organizational and planning conference under the direction of the Chairman of the FBLA State Committee.

Since the first state chapters were organized in Iowa and Indiana in 1947, the services rendered, activities engaged in, and the experiences provided for the business students have grown tremendously. The guidance provided by the Chairmen of the FBLA State Committees plays a prominent role in the over-all success of the Future Business Leaders of America at all levels—local, state, and national.

MOUNTAIN-PLAINS REGION

MPBEA

An address by Hamden L. Forkner, professor emeritus, Teachers College, Columbia University, will highlight the opening banquet of the 1961 convention of the Mountain-Plains Business Education Association in Albuquerque, New Mexico. Dr. Forkner has selected "Horizons, Hallucinations, and Habits" as the unique topic for his address. Activities during the MPBEA convention at Albuquerque's Western Skies Hotel on June 15-17 will center around the theme, "Horizons in Business Education."

Business teachers from the nine-state area will explore "Horizons in Office Service" in the second general session on Friday. Saturday, the convention program focuses attention on "Horizons in Basic Business Education." Among the speakers for the three-day convention are S. J. Wanous, University of California at Los Angeles; Robert L. Slaughter, McGraw-Hill Book Company, Inc.; Carl

Salser, Allied Publishers, Inc.; Charles E. Zoubek, McGraw-Hill Book Company, Inc.; J. Marshall Hanna, The Ohio State University; and Elvin Eyster, Indiana University.

Entertainment for the convention includes a gala tenth anniversary celebration at the Western Skies Hotel on Thursday night and a tour of Albuquerque's historic "Old Town" Friday night.

Gerald Porter, The University of Oklahoma, is president of the Mountain-Plains Business Education Association.

CENTRAL REGION

Missouri

"Business Education Faces the Future" was the theme of the eleventh annual conference of the Business Education Department of the Missouri State Teachers Association held at the University of Missouri, April 8. Lucas Sterne, Central Missouri State College, Warrensburg, president of the association, presided. Other officers of the department who

assisted in the planning of the conference are Alpha Brantner, Kirksville High School, vice-president; Marie Vilhauer, Southeast Missouri State College, Cape Girardeau, secretary; and John Hudson, Clinton High School, treasurer.

Speakers for the morning sessions included Bertha Weeks, director of Records Control, Incorporated, Chicago, Illinois, who discussed "Modern Aspects of Records Management;" and Paul R. Olson, professor of economics at the State University of Iowa, Iowa City, who spoke on "The High School and Economic Understanding."

Paul Selby, dean emeritus of the faculty at Northeast Missouri State Teachers College, was honored at the luncheon. The afternoon program featured Walter Emmerling, office manager of Proctor & Gamble, Cincinnati, Ohio, who spoke on "Business and Business Education—Today and Tomorrow." He discussed some of the recent changes in business brought on by automation. (Missouri has 129 UBEA members—86 percent of 1960-61 goal.)

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 Managing paper work in typewriting. Jane Stewart. 15:17 Nov '60
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 Typewriting and the future business education curriculum (editorial). Lawrence Erickson. 15:7 Nov '60
 Typewriting 1961. Fred E. Winger. 15:22 Feb '61
 Variations on a theme in typewriting. John C. Peterson. 15:30 Apr '61
 Why and how to improve instruction in typewriting. Sister M. Therese. 15:32 May '61

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(Continued from page 2)

UBEA's Program Provides for Cooperation with National Groups. UBEA is keenly aware of its responsibility in securing dividends for members through cooperating with other national organizations and agencies. The most outstanding dividends to business education in 1961 are the pronouncements of the Policies Commission for Business and Economic Education - "A Proposal for Business-Economic Education in the American Secondary Schools" and "This We Believe about Business Education." The Commission, financed equally by Delta Pi Epsilon and UBEA, functions as an independent policy-making unit.

UBEA has been on the receiving end this year in cooperative projects such as the 1960 Economic Workshop for Business Teachers conducted cooperatively by the Joint Council on Economic Education and UBEA and financed by the Young Presidents' Foundation. The Workshop was a real bonus for business education. FBLA's "Dress Right Project," an educational program conducted in cooperation with the American Institute of Men's and Boys' Wear, provided approximately \$10,000 to FBLA in program materials, filmstrips, and national awards. The Conference on Business Education for the Academically Talented Student is an example of one of the cooperative projects with the National Education Association providing additional dividends to the members of UBEA.

* * * * *

UBEA's Program Encourages Conventions and Conferences. Although UBEA does not have a national convention for the mass membership, it supports actively the annual conventions of the unified regional associations, the four divisions, state and area affiliated associations, the FBLA, and the NEA. UBEA's Representative Assemblies held in each of the five UBEA regions are always open to members of the Association.

* * * * *

UBEA's Program for Students Is Outstanding. Superior dividends come to business education through the Future Business Leaders of America. The public relations value of this program alone at the local, state, and national levels is a most rewarding experience for the sponsors and advisers who donate their time to the leadership activities recommended by the National Board of Trustees and by the members themselves. Chapter charter number 2424 has just been issued. This year's membership has grown steadily with chapters ranging in size from 10 members (minimum number required) to three chapters with more than 250 members. (FORUM - Dec. '60, p. 18-31 and FBLA Forum Section in each issue).

In addition to the Future Business Leaders organization for high school students, UBEA sponsors the College Division of FBLA - Phi Beta Lambda and College FBLA. Phi Beta Lambda and College FBLA chapters have been active this year in 120 colleges and universities. These chapters provide leadership activities for students who are preparing to teach business subjects as well as for those who plan careers in business (FORUM - Apr. '60, p. 33).

More than 2,000 students in colleges and universities are receiving the UBEA publications this year under the student membership plan. Complimentary membership in the various unified regional associations is a bonus for the student member.

* * * * *

UBEA's Awards Program Is Vital. In attempting to give recognition and encouragement to outstanding students in business education, UBEA continues to provide a series of awards. These awards, too, pay dividends through their public relations value to business education as well as rewarding individuals for excellence. The most outstanding graduating seniors in 226 colleges and universities received the UBEA Award of Merit this year. Approximately 150 chapters of the Future Business Leaders of America will receive the 1961 UBEA Gold-Seal Award for outstanding school and community service. Hundreds of students will receive the

HEADQUARTERS NOTES

Certificate of Proficiency for high scores made on the official National Business Entrance Tests or the UBEA Certificate (gold, silver, or bronze) for achieving commendable standards on the Students Typewriting Tests. The fact that these awards are issued by the national professional association for business teachers gives stature to the program and makes the presentation more meaningful when announced in the local community.

* * * * *

UBEA's Headquarters Office Has an Address of Distinction. As a Department of the National Education Association, members of UBEA are privileged to have their Headquarters Office in the modern NEA Center at 1201 Sixteenth Street, N.W., Washington 6, D. C. Here a large bundle of dividends comes to business education through the UBEA and NEA services. NEA provides rent-free offices (current commercial rate for space occupied by UBEA is \$7,650.00); furnishings exclusive of machines; and services such as payroll, banking, and accounting, all without charge. More important than these services provided by NEA is the opportunity to have business education represented in policy-making sessions, at conferences, and in special projects such as the one on the Instructional Program of the Public Schools.

Much is done by the staff in the UBEA Headquarters Office to enhance the financial strength of UBEA. For each UBEA membership dollar, the activities of the UBEA staff adds approximately two dollars through sale of publications, soliciting advertising, and special funds and projects. UBEA's professional staff, a small but dedicated staff, is on the job constantly and gives unstintingly of its time in promoting better business education at the NEA Center and in all regions throughout the nation.

* * * * *

UBEA's Membership Is Growing. An association is its members and the program of services performed for these members. Both the membership and services of UBEA, its divisions, regions, and FBLA are growing at a gratifying rate. If the rate of growth that has been in effect during the past five years continues, it is reasonable to project the membership totals during the next five years as follows:

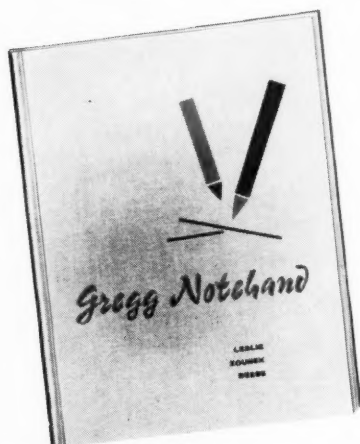
<u>Year</u>	<u>UBEA and Regions</u>	<u>FBLA</u>	<u>NABTE</u>	<u>ISBE</u>
1961	9,445	56,092	280	487
1962	10,127	61,823	288	593
1963	10,809	67,554	296	699
1964	11,491	73,285	304	805
1965	12,172	79,016	312	912

Keeping the UBEA program vital and up to date is the job of many persons. President Gladys Bahr and members of the UBEA Executive Board (FORUM - Feb. '61, p. 31-33) along with the entire working force have achieved additional strength for business education in many places this year. It is good to end the year with an upswing in membership and a salute to those persons who have made it their business to tell others about the associations UNITED for the promotion of better business education. It is hoped that many more business teachers will receive the extra dividends that accrue to members who purchase each year the basic or comprehensive service of UBEA.

* * * * *

With this final note, publication of the FORUM is suspended for the months of June through September. During the first two weeks in July, the UBEA Headquarters Office will be closed to provide for vacations and for inventory of stock. We wish for you a pleasant summer and a happy return to the classroom in September.

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